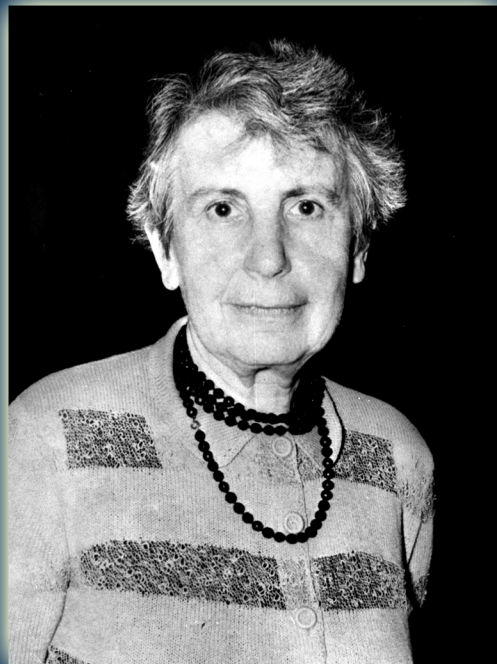




The International Journal of
INDIAN PSYCHOLOGY

Person of the Issue



Anna Freud (1895-1982)

Editor in Chief:
Prof. Suresh M. Makvana, PhD
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Editor

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Message from Editors

Welcome to Volume 3, Issue1, No. 4. With this volume we have happy to inform, The International Journal of Indian Psychology (IJIP.IN) have celebrate 2nd anniversary. We have got lot of love, care and support to our lovely authors and as well as readers. At this moment we are share some our achievements. 24+ Regular Issues, 16+ Special Issues, Member of 10+ World Libraries, 4000+ Authors, Have 50+ Indexing and Abstracting Partners, We Indexing with 24+ Universities, 674149+ Site Visitors, 4.50 Impact Factor, 2000+ Register Site Users, Connected with 10+ Organizations, Connected with 7+ Smarts Publishers, 200+ Cited Titles, 8 Different Licenses, Global Rank ^9.179.008, and really, this is not possible without your warm support and love. Thanks a lot who have connected with us.

At last, our thanks go out to the members of the journal who have done their best to work at this collaborative effort. May you continue in this wonderful spirit, which, we are sure will sustain your efforts in the future towards enhancing and enriching this journal.

Dr. Suresh Makvana¹
(Editor in Chief)
Mr. Ankit Patel²
(Editor)

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Person of the Issue: Anna Freud (1895-1982)

Ankit Patel¹

Born	December 3, 1895, Vienna, Austria
Died	October 9, 1982, London, United Kingdom
Citizenship	Austrian
Known for	Work on the nature of ego Founder of child psychoanalysis Defense mechanisms
Training	Doctor of Medicine (honorary), University of Vienna, (1975)
Location(s)	Doctorate of Science (honorary), Jefferson Medical College, (1964) Doctor of Law (honorary), Clark University, (1950)
Primary	International Psychoanalytical Association, (1927-1934)
Affiliation(s):	Vienna Psychoanalytical Training Institute, (1935-1938) The Hampstead War Nursery, (1941-1945) The Hampstead Child Therapy Clinic, (1952-1982)



The name Freud is most often associated with Sigmund, the Austrian doctor who founded the school of thought known as psychoanalysis. But his youngest daughter, Anna, was also an influential psychologist who had a major impact on psychoanalysis, psychotherapy, and child psychology. Anna Freud did more than live in her father's rather long shadow. Instead, she becomes one of the world's foremost psychoanalysts. She is recognized as the founder of child psychoanalysis, despite the fact that her father often suggested that children could not be psychoanalyzed.

Anna Freud was born December 3, 1895 in Vienna, Austria. As the daughter of Sigmund Freud, she was inescapably steeped in the psychoanalytic theories of her famous father; however, she did more than simply live in his shadow, pioneering the field of child psychoanalysis and extending the concept of defense mechanisms to develop ego psychology. After finishing her secondary education in 1912 at Cottage Lyceum in Vienna, she completed teachers' training and worked at her alma mater as a classroom teacher for five years. Of her school years she declared that she learned far more at home from her father and his guests. Indeed, she acquired knowledge of psychoanalysis from this group to which few others had access, and this grounded her life-long contributions to the field.

¹ Clinical Psychology, Dept. of Psychology, Sardar Patel University, Vallabh Vidyanagar, Gujarat

Person of the Issue: Anna Freud (1895-1982)

The details of Anna Freud's personal life are consistently cryptic, but that her father was the only man in her life long-term is certain. Letters between her and Eva Rosenfeld during the Vienna years are a rare opportunity to catch a glimpse of the very private Anna. According to contributor Gunter Bittner, the letters *"convey the picture of an affectionate, intensely human Anna Freud without a trace of rigidity or psychoanalytic orthodoxy. Here...is a shy young woman of deep feeling. " Indeed she said of herself, "I was always looking outside myself for strength and confidence but it comes from within. It is there all the time."*

Anna Freud died on October 9, 1982 at the age of 86 at her London home. A tribute published in the *New York Times* following her death, noted that *"Freud virtually invented the systematic study of the emotional and mental life of the child and elaborated on it in 50 years of observation, discussion and writing."* She stepped out from beneath her father's very long shadow to make her own very substantial mark upon the field of psychoanalysis, but always remained loyal to his memory and determined to secure his legacy. Upon her death, the Freud family home became a museum dedicated to him.

TIME LINE

1895- Born December 3 in Vienna, the sixth and youngest child of Sigmund and Martha Freud is born. They name her Anna.

1905- Anna starts school at Salka Goldman Cottage Lyceum - she will later return here as a teacher.

1909- From the age of 14 Anna Freud's interest in psychoanalysis was clear. This paved the way for the rest of career.

1912- Finished schooling at Cottage Lyceum, Vienna

1914- During a holiday to England, WW1 breaks out, meaning Anna must flee back to Vienna as an enemy alien.

1914 Sept.- Returning to her old school, Salka Goldman Cottage Lyceum, she begins her teacher qualification.

1918- Although parent/child psychoanalysis is deemed controversial, this series of psychoanalysis was, in the end, concluded as successful.

1920- After 6 years at her old school she finally qualifies as a teacher. This experience becomes invaluable in her child psychoanalysis research.

1920- Attended the International Psychoanalytic Congress at The Hague

1922- Anna reads a formal paper to the Viennese Psycholanalytic Society in order to become an accredited member.

1922 Oct.- Anna attends the International Psychoanalytic Congress of Psychoanalysis in Berlin, founded by her father.

1922- Presented paper Beating Fantasies and Daydreams to Vienna Psychoanalytic Society and became a member

1922-1935 Introduction to Psychoanalysis

1925- Taught seminar at Vienna Psychoanalytic Institute on technique of Child Analysis

Person of the Issue: Anna Freud (1895-1982)

1927- Introduction to the Technique of Child Analysis

1927-1934- General secretary of the International Psychoanalytic Association

1935- Director of Vienna Psychoanalytic Training Institute

1936- The Ego and the Mechanisms of Defense

1937- 'The Ego and the Mechanisms of Defence', the first of Anna's books, is published in English. To this day it remains a very important work.

1938- As the Nazis enter Vienna, the Jewish Freud family leave Austria and flee to England.

1939- Anna's father Sigmund Freud dies from jaw cancer less than a year after their move to England.

1939- With the outbreak of World War Two Anna sets up residential war nurseries in Hampstead for homeless children of war.

1939-1945-Infants without Families

1941-1945- Harsh divisions between Anna and her colleague Melanie Klein, documented in a series of Controversial Discussions, end when the British Psycho-Analytic Society split into three training divisions, however the Society remained whole

1945-1956- Indications for Child Analysis and other papers

1947- Establishment of Hampstead Child Therapy Courses and children's clinic

1950- Honorary doctorate from Clark University

1950 to death- traveled back and forth to US to give lectures

1951- Anna's mother, Martha Freud, dies.

1956-1965 Research at the Hampstead Child Therapy Clinic

1965- Anna's seventh title is published, one of her most important books which continues to make contributions in the fields of education and paediatrics.

1965- Normality and Pathology in Childhood

1967- Problems of Psychoanalytic Training, Diagnosis and the Technique of Therapy

1967- Received C.B.E. from Queen Elizabeth II

1968- Publication of collected works

1970- Psychoanalytic Theory of Normal Development

1972- Received honorary medical doctorate from Vienna University

1973- Received honorary president of International Psychoanalytic Association

1975- Anna receives her MD from the University of Vienna.

1981- Anna is awarded with a PhD from Goethe Institute in Frankfurt.

1982- Died October 9th

1983- Hampstead Clinic becomes Anna Freud Center as tribute to her memory

1986- Home of 40 years changed into the Freud Museum

AWARDS & ACHIEVEMENTS

- In 1965, she received the Dolly Madison Award.
- In 1967, she was named a Commander of the British Empire by Queen Elizabeth II.
- In 1975, she was awarded an MD degree from the University of Vienna. The same year, she also received the Grand Decoration of Honor in Gold.

MAJOR WORKS

- She created the field of child psychoanalysis and her work contributed greatly to the understanding of child psychology. She noted that children's symptoms differed from those of adults and were often related to developmental stages.
- One of her most significant published works is 'The Ego and the Mechanisms of Defense' in which she outlined and expanded upon her father's theory of psychological defense mechanisms.

QUOTES

"Creative minds have always been known to survive any kind of bad training."

"I was always looking outside myself for strength and confidence but it comes from within. It is there all the time."

"Create around one at least a small circle where matters are arranged as one wants them to be."

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Psychological Distress, Family Adjustment and Quality of Life of Mothers of Differentially Disabled Children

Anusha Bhandari^{1*}, Smriti. R. Sethi¹

ABSTRACT

Every individual faces lot of hurdles in their day to day life, whether working, non-working or even those who are studying. The only factor that sets apart a winner from the others is how they respond to the situation that presents itself in front of them. Disability is considered to be a major problem in today's scenario and is also one major responsibility for those who have or are the care givers for those who have any kind of disability. Quality of life is the Individuals satisfaction (or dissatisfaction) with the cultural or intellectual conditions under which they live. Quality of life not only consists of self satisfaction but also consists of two other factors as well, parenting and Family Adjustment and Psychological Distress. It is very important and a study also proves that involvement of a parent with their child is considered important when it comes to relationship between them and other family members. It helps in understanding the child well and also the similarities and dissimilarities between each other which helps in resolving various parenting and family issues.

The study was done on 80 mothers, 40 working and 40 non-working mothers of differentially disabled children. The age group of mothers varied from 30 - 50 years. And for Children it was 5 - 10 years, which was studied using 3 different questionnaires.

The study conducted shows that there is significant difference between quality of life of Working and non-working mothers of differentially abled children, there is a significant Difference in psychological distress of working and non-working mothers of differentially abled children and it also reveals that there is no significant difference between parenting and Family adjustment of working and non-working mothers of differentially abled children.

Keywords: *Psychological Distress, Family Adjustment, Quality, Life, Mother, Differentially, Disabled Children*

Parenting, Family adjustment and Quality of life these factors play a very important role in every individual's life. These factors are very significant as they play a key role in overall personality development of an individual; it also helps in building up self confidence and also being happy and positive person. Talking about all these factors these variables consists of it

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Psychological Distress, Family Adjustment and Quality of Life of Mothers of Differentially Disabled Children

clearly shows that how important they are for a women , how it can play wonders in her approach toward life and taking care of the family and surroundings.

Everybody knows how important it is for every mother to maintain a healthy relation with her child and as well as her family. It's her role to protect, take care and maintain healthy relations between the child and the family child and the surroundings, parent and child relations and not forgetting family relations as well. For all this for a women to have a healthy life is very important with good level of confidence, belief in herself so that she can motivate herself every time when situations are bad or dissatisfactory.

It is very difficult and takes lot of courage to maintain relations with normal population, and where there are some disabilities the challenge increases. It is a challenge for any mother to take care of everything when her own child suffers from some or the other disability, not just to save him/her from the society but let family and society accept them the way they are. The further study is based on the same as how a mother is affected when she has a child who is fighting with his/her own disability and how the mother copes with the situation and how everything affects her quality of life , family relations and does she faces any kind of psychological distress.

REVIEW

Gavidia Payne S and Stoneman Z. (2006) found that the level of marital adjustments of women among couples with children having disabilities analyzed were higher than men. Most of the couples were experiencing average or above average marital adjustments with women contributing more to it.

Leann E. Smith, Jinkuk Hong et. al, (2009) found that, in comparison with a nationally representative sample of mothers of children without disabilities, mothers of adolescent and adult children with ASD spent significantly more time providing childcare and doing chores, and less time in leisure activities. However, mothers of individuals with ASD reported similar levels of positive interactions and volunteerism as the comparison group.

Saddichha S & Akhtar S (2010) found that , the occurrence of psychosocial problems in epilepsy is common and has severe impact on quality of life. However, the influence of marital adjustment on quality of life in epilepsy and similarities or differences with psychiatric illnesses, with which epilepsy shares several common characteristics, is unknown. The aim of the present study was to therefore explore the relationships between epilepsy, quality of life and marital adjustment and to study differences, if any, with psychiatric illnesses. Couple interventional programs, aimed at improving marital adjustment among spouses may help in improvement of quality of life of patients suffering from epilepsy.

Rabia Tabassum, Naeem Mohsin, (2013) found that, there was high significant correlation between depression and anxiety of parents of children with disability. It did not vary as what disability a child has; the level computed was the same in every sub category.

Psychological Distress, Family Adjustment and Quality of Life of Mothers of Differentially Disabled Children

Dhanraj Singh Slathia , (2014) found that , marital and family adjustment are two important factor for working and non-working women. Problems are faced by both who are working and non-working, but significant data revealed that working women faced more problem in marital adjustment as compare to those non-working.

METHODS

PURPOSE OF THE STUDY

The purpose of the study was to understand the three major factors in mothers of disabled child. It was conducted to understand the level of psychological distress, family adjustment and quality of life of working and non- working mothers of disabled children. It was hypothesized that there will be a significant difference in quality of life and psychological difference of working and non-working mothers of differentially abled child and there will be no significant difference in their family adjustment.

PARTICIPANTS

The study was conducted on a total sample of 80 mothers' participants. The sample consisted of (40 working and 40 non-working mothers) , the age group was also defined i.e. 30 to 50 years. t-Test analyses were computed to study the significant difference of psychological distress, family adjustment and quality of life of working and non-working mothers of differentially abled children.

DATA ANALYSIS

The descriptive analysis shows that the level of mean of working mothers on psychological distress scale was high as compare to that of non-working mothers (wm -21.22 > nwm-17.95) , and also on the scale of quality of life where scores were computed on 4 domains for both working and non-working mothers the results of mean value were, physical - (wm -76.05 > nwm-56.75) high of working mothers , psychological - (wm - 76.37> nwm-56.12) high of working mothers , social - (wm - 74.35 > nwm - 44.05) high of working mothers and lastly environmental - (wm -76.72 > nwm- 54.12) again high of working mothers. The third test which was to compute family adjustment had two sub categories parenting & family adjustments, scores were calculated on both and the mean value indicated there was not much of a difference but mean value of working mothers were high on parenting front where in mean value of non-working mothers were high on family adjustment scale i.e. parenting - (wm -23.75 > nwm - 23.02) & family adjustment - (wm - 12.85 < nwm -13.67).

Psychological Distress, Family Adjustment and Quality of Life of Mothers of Differentially Disabled Children

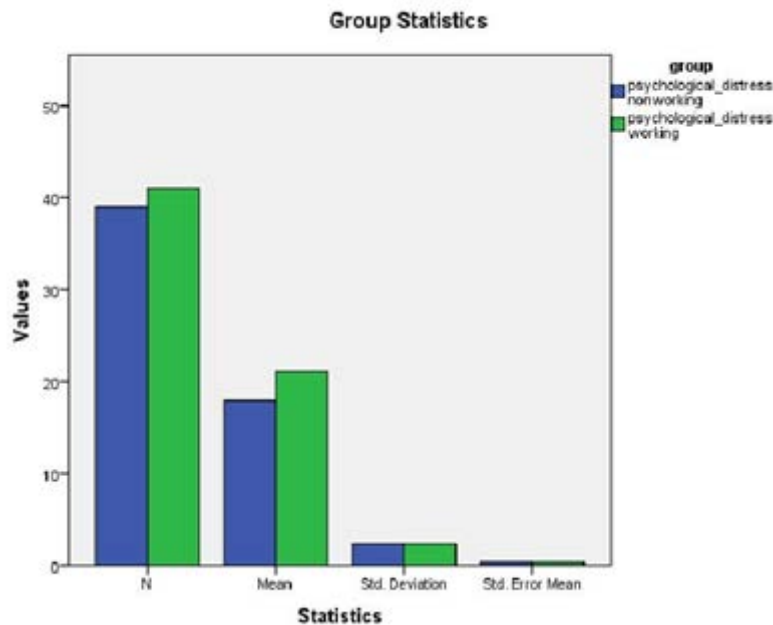
TABLE: 1.1 - Comparison of MEAN, SD of Kessler Psychological Distress Dimensions between Working and Non - Working Mothers

Kessler Psychological Distress	Working Mothers		Non- Working Mothers		t Value
	Mean	Standard Deviation	Mean	Standard Deviation	
	21.22	2.29	17.95	2.30	6.13

* $p < .05$, ** $p < .01$

Table 1 shows the comparison of Psychological distress, Mean and SD of working and non working mothers of differentially disabled children. As observed from the table, mean value of working mothers is on the higher end as compare to the non-working mothers which shows lower distress. As the t value got computed and t critical at .05 level is 1.990, hence there is a significant difference in psychological difference of working and non-working mothers. As per the table value of t - 6.13 > 1.990 at .05 level.

Graph –2.1: Psychological Distress Dimension of Working And Non-Working Mothers



The above mentioned graph represents the mean values for working and non-working mothers on psychological distress scale.

Psychological Distress, Family Adjustment and Quality of Life of Mothers of Differentially Disabled Children

Table: 1.2 - Comparison of MEAN, SD of Quality of Life Dimensions between Working and Non - Working Mothers

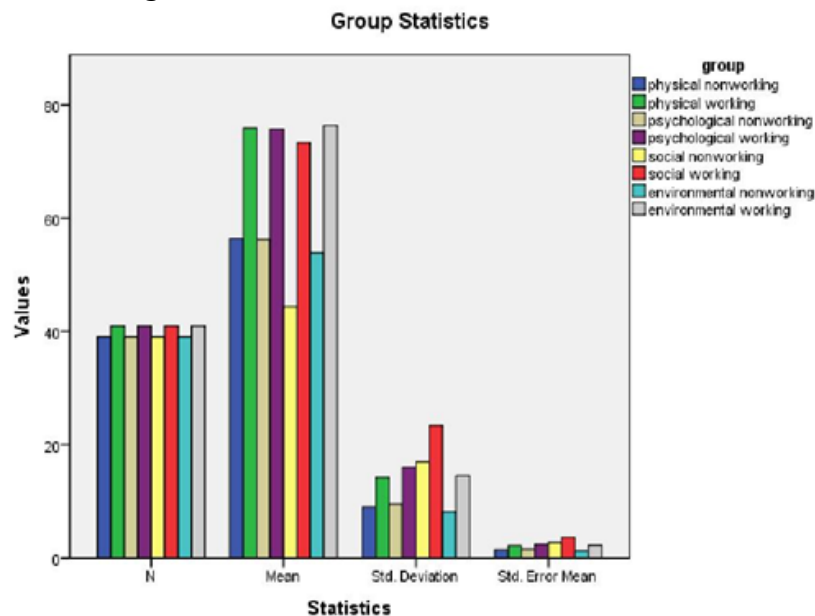
Domains of QOL	Working Mothers		Non Working Mothers		t Value
	Mean	Standard Deviation	Mean	Standard Deviation	
Physical	76.05	14.37	56.75	9.14	7.24
Psychological	76.37	15.65	56.12	9.45	6.56
Social	74.35	22.70	44.05	16.88	6.29
Environmental	76.72	14.62	54.12	8.20	8.44

Table 2 shows the comparison of QOL dimensions, mean and SD between working and non-working mothers of differentially disabled children. As per the calculation the mean value of working mothers is on the higher side a compare to the non-working mothers which indicates higher distress among the working mothers. As per the table the value of t in all the domains is greater than the value of t at .05 levels i.e. 1.990. Hence, there is a significant difference in quality of life of working and non-working mothers in all domains as they are greater than the t value at .05 levels.

As per the table value of t in all domains:

- Physical - $7.249 > 1.990$
- Psychological - $6.566 > 1.990$
- Social - $6.296 > 1.990$
- Environment - $8.444 > 1.990$

Graph - 2.2: Physical, Psychological, Social & Environmental Dimension of Quality of Life of Working and Non-Working Mothers



The above mentioned graph represents the quality of life on four specific sub-domains of working and non-working mothers.

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Table:1.3- Comparison of MEAN AND SD value of Parenting and Family Adjustment Scale between Working and Non-Working Mothers

PAFAS	Working Mothers		Non Working Mothers		t Value
	Mean	Standard Deviation	Mean	Standard Deviation	
Parenting	23.75	4.55	23.02	4.09	.728
Family Adjustment	12.85	3.79	13.67	4.49	1.065

*p<.05, **p<.01

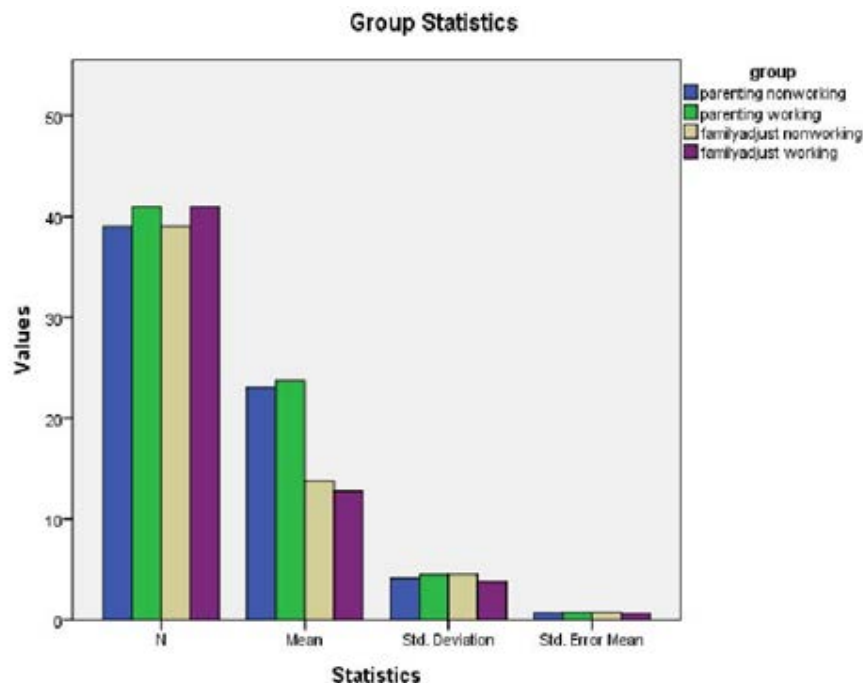
Table 3 shows the comparison of PAFAS which consists of both parenting and family adjustment as sub-scale. According to the above table the level of mean of parenting style in working mothers is a little high as compare to the non-working mothers, whereas the level of mean of family adjustment in working mothers is little low as compare to the non-working mothers.

As per the table the value of t on both domains is less than the t value at 0.05 level i.e. 1.990, hence, there is no significant difference between working and non-working mothers on PAFAS, parenting & family adjustment scale.

As per the table the t value of 2 domains:

- Parenting - .728<1.990
- Family Adjustment - 1.065<1.990

Graph – 2.3: Parenting & Family Adjustment Dimension of Working and Non-Working Mother



The above mentioned graph represents the mean value of working and non-working mothers on parenting and family adjustment scale.

CONCLUSION

The present study aimed to study the Psychological Distress , Quality of life & Family Adjustment of working and non-working mothers of differentially abled children. The sample comprises of 80 mothers (40 working and 40 non-working mothers), Mean and SD was computed and t test analysis was done to see the significant difference between the parameters of all the variables in relation with working and non-working mothers.

All the three parameters have a significant impact on over-all personality of an individual, if the level is low for all the three then there can be massive difference in the personality which directly or indirectly affect the individual on both personal and professional front. All the three parameters were studied in relation with mothers (working & non-working), keeping in mind they are initial care givers of children (disabled or normal).

There are various researches that have been done in past which have explained the impact of psychological distress, parenting and family adjustment and quality of life of working mothers.

There was a study done by Vidhya Ravindranadan and Raju, S in year 2008 and they founded that, the parents of children who are differentially abled are primarily different from those of normal children, irrespective of what category of disability the child falls in. It was also studied and found that the condition of a child does affect the condition of the parents equally.

There was another study done on marital and family adjustment by Dhanraj Singh Slathia in year 2014 and they founded that , marital and family adjustment are two important factor for working and non-working women. Problems are faced by both who are working and non- working, but majorly data revealed that working women faced more problem in marital adjustment as compare to those non-working mothers.

It is important for women to have a healthy lifestyle as it adds up to the healthy environment at home as well as the surroundings. There are various studies done on how the mental imbalance in women affects the environment around her and how it also affects her personally too.

Studies above have proved that how family and parenting adjustment, quality of life and psychological distress play an important role in life of women and how positively and negatively it can affect the family life, child parent relationship and the surroundings.

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Perceived Sexual Abuse and Quality of Life of Female Workers of Unorganized Sector- An Exploratory Study from Four Districts of West Bengal

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ABSTRACT

Women workers today play an essential and significant role in the economic structure of the country and 94% of women make up the unorganized sector of India. Domestic Violence affects women's productivity in all forms of life i.e. assaulted women will always get agonized and emotionally disturbed and are often bruised after occurrence of the torment. A working woman may lose her efficiency in work or drop out from work in some cases. The present study aims to explore the magnitude of sexual abuse by intimate partners and the quality of life of women aged 18 -35 years in 4 districts of West Bengal. Close ended questionnaire and focused group discussions were conducted to understand their experiences regarding perception of sexual abuse. The contributing factors to violence were alcohol abuse, desire to gain control over another family member and unjustified suspicion. This analysis might be used to improve future partner violence prevention and treatment programs.

Keywords: *Sexual Abuse, Quality of Life, Unorganised Sector*

The labour force in all developing countries consists of two broad categories: the organized and the unorganised. The organized sector are those sector consisting of activities carried out by the corporate enterprises and the government at central, state and local levels, solely with the help of wage paid labour which, in a great measure, is unionized. The unorganized sector on the other hand covers most of the rural labour and a substantial part of urban labour. The size of the unorganized sector in India has been growing over the past few decades. Almost 400 million people (more than 85% of the working population) work in unorganized sector and of these about 120 million are women. According to an estimate, by the National Commission on Self-Employed Women (1988), of the total number of women workers about 94 percent are in the informal or unorganized sector whereas just 6 percent are in the organized or formal sector. Thus, there is no hesitancy in saying that the unorganized sector in India is the women's sector.

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Women workers play an essential and significant role in the economic structure of the country and have done so throughout its history but their efforts and accomplishments remain unacknowledged. Women have been invisible workers. Their labour and skills have been considered insignificant in relation to those of men. Problems of women working in unorganised sector have been increasing over the years. Women's economic participation can be estimated in the field of production of goods and services accounted in the national income statistics. Women work mainly for economic independence, for economic necessity, for a sense of achievement and to provide service to the society.

In a survey of 1200 women done by National Commission for Women, nearly 50 percent complained of gender discrimination and physical and mental harassment at work. Many also face severe sexual abuse at home by husbands or in-laws. Behind closed doors of homes across our country, many women are being tortured, beaten and killed. It happens in rural areas, towns, cities and in metropolis as well and affects all social classes, genders, racial lines and age groups. National Crime Records Bureau (NCRB) reports that every six hours, a young married woman in India is found beaten to death, burnt or driven to suicide. In 2012, there were a total of 2,44,270 reported incidents of crime against women, while in 2011, there were 2,28,650 reported incidents.⁵ Of the women living in India, 7.5% live in West Bengal where 12.7% of the total reported crime against women occurs.

A recent G20 survey ranked India as the worst place to be a woman (Baldwin 2012). Female foeticide, domestic violence, sexual harassment, and other forms of gender-based violence constitute the reality of most girls' and women's lives in India. But the degree and nature of domestic violence in India not to speak of the world is grossly underreported in surveys and to the police.

According to the national survey, the statistical data on violence against women in India are stark. Nationally, 8% of married women have been subject to sexual violence, such as forced sex, 31% of married women have been physically abused in a way defined as 'less severe', such as slapping or punching, while 10% have suffered 'severe domestic violence', such as burning or attack with a weapon. Also, 12% of those who report being physically abused also report at least one of the following injuries as a result of the violence: bruises, injury, sprains, dislocation or burns, wounds, broken bones or broken teeth and/or severe burns. With regard to emotional abuse, 14% of Indian women will have experienced this at some point in their lives.

Most of the current Indian literature focuses primarily on the linkages between the socialization of women into subordinate positions, patriarchal control and domestic violence (Krishnaraj 1991; Heise et al. 1994; Miller 1992). Gender based violence is clearly based on unequal power relation between men and women. The status of women in India is not equal to the status of men in terms of access, participation and reward. The issue of gender discrimination manifests itself as violence in the family, community and society. As determinants of violence, proximate factors

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like economic stress, alcohol consumption, joblessness and other factors need to be explored empirically and theoretically.

About 36-38 percent of women in a Tamil Nadu study and 42-48 percent of women in an Uttar Pradesh study reported violence (Jejeebhoy 1998). In one village in Punjab, 75 percent of the women from scheduled caste households reported regular beatings (Mahajan 1990). Rape of girls and women within the family, marital rape and other forms of sexual abuse are often accompanied by violence. The immediate consequences of these acts may lead to unwanted pregnancy or a sexually transmitted disease. The long-term effects are often depression, other mental health disorders and suicide. Researchers note that included among the more serious emotional effects for abuse victims is the consequence of engaging in suicidal ideation and actions (Coker et al., 2002; Huth-Bocks, Levendosky, & Semel, 2001; Frank & Dingle, 1999; Krishnan, Hilbert, & VanLeeuwen, 2001). Bergman and Brismar (1991) report a suicide incidence among intimate partner violence victims of more than eight times that of a comparable sample of non-victims. Health professionals and human rights activists increasingly see the prevalence of violence in the family as a public health issue (Ezenwa, 2003). Women are particularly vulnerable to sexual harassment and sexual violence from men and boys living in or associated with the household.

Domestic Violence affects women's productivity in all forms of life i.e. assaulted women will always get traumatized and emotionally disturbed and remain quiet after the occurrence of the particular incident. The victims often commit suicide and such number is on the rise. A working Indian woman may lose her efficiency in work or drop out from work in some cases, paving the way for inevitable depression.

October, 29, 2009 issue of The Hindu published a study carried out between 2005 and 2006 on 750 married women aged between 16 and 25 in Bangalore, which revealed that those who became employed during that time had a 80 per cent higher chance of being abused by their husbands than women who remained unemployed. According to Suneeta Krishnan, an epidemiologist in RTI's Women's Global Health Imperative, key social expectation of men once married is that they work and earn for their family, and failure to meet this expectation can lead to social disapproval. "Social disapproval, a sense of inadequacy and frustration and related stressors associated with living in poverty may increase the likelihood of men perpetrating domestic violence," she reasoned. Fifty-seven per cent of women participating in the study reported having experienced domestic violence prior to joining the study. Additionally, 19 per cent of women who had not experienced domestic violence prior to the study experienced it at some point during the two-year period. The findings also showed that women in "love" marriages were almost twice as likely to experience domestic violence than those in more traditionally arranged marriages.

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Gynecological symptoms were reported to be associated with a history of intimate partner violence on women in studies from both developing nations and developed countries. A study by Stephenson et al. (2006) found that gynecological symptoms were significantly related to the reporting of sexual violence, the most common symptom being bleeding after sexual intercourse during times other than menstruation, followed by abnormal vaginal discharge, pain or burning during urination, and pain during intercourse. The incidence of abnormal pap smear results and higher rates of cervical cancer have also been positively associated with a history of IPV, as has the occurrence of sexually transmissible infections (other than HIV/AIDS). The current study was carried out to explore the nature of sexual abuse in four districts of Bengal on women who are employed in the unorganized or informal sector and their quality of life. Focused group discussions with the abused women provide rich information on the psycho-social barriers of the women for staying back in such sexually abusive relationships inspite of being economically independent.

METHODS

The aim of the study is explore the perceived magnitude of sexual abuse and its effects on the quality of life of the female workers of the unorganized sector.

Focus groups interviews were conducted with women living in homes and domestic violence shelters who have been sexually abused by an intimate partner. The purpose of the study is to explore an abused woman's experiences, thoughts and reactions.

PARTICIPANTS

For the present study a representative sample of 100 married females from unorganised sector had been selected. Their age range was 18 to 35 years. Their educational status had been broken up in three categories namely lower primary, upper primary and high school.

The participants were mostly untrained nurses (ayya), domestic help and workers in small scale manufacturing units like plastic factory, fireworks factory, bindi and pen factory and zari workers and beedi workers had also been included in the study. These workers belong to four districts of West Bengal namely North 24 Parganas, South 24 Parganas, Nadia and Purulia.

PROCEDURE OF DATA COLLECTION

A combination of administered questionnaire and Focus Group Discussions was used for data collection. The questionnaire consisted of some close-ended questions. Focus group discussions produce descriptive data about people own written or spoken and observable behavior. According to Gibbs (1997), focus group is useful for revealing through interaction, the beliefs, attitudes, experiences and feelings of participants in ways which would not be feasible using other qualitative methods.

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INSTRUMENTS

- Quality of Life Scale was designed by the researcher under the guidance of Dr. Ishita Chatterjee. It had been developed in the light of Quality of Work Life Module of NIOSH, 2010. It is a closed ended schedule and had been validated by experts and pilot tested. Then the scale was translated in Bengali and a Cronbach-Alpha reliability score of 0.70 was calculated.
- A scale measuring Sexual abuse on intimate partner violence, victimization and perpetration based on the assessment tools by Martie P. Thompson, PhD, Kathleen C. Basile, PhD, Marci F. Hertz, Dylan Sitterle, Clemson University, Atlanta, Georgia. (Suggested Citation: Thompson MP, Basile KC, Hertz MF, Sitterle D. *Measuring Intimate Partner Violence Victimization and Perpetration: A Compendium of Assessment Tools*. Atlanta (GA): Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2006) was adapted. The questionnaire was first validated by experts working in the field of domestic violence and pilot tested. Items are rated either yes, no or sometimes and the highest score attainable is 20 The scale was translated in Bengali and a reliability of 0.76 was found in Cronbach-Alpha. The scale was designed with closed-ended questions to quantify the various issues such as forms of violence experienced by the women. A focused group interview was also conducted to understand the reasons for women remaining in the abusive relationship, efforts made by women to end abuse, reasons of their family members to inflict such abuse and future plans. The scale was administered individually after obtaining informed consent from the women. Each interview lasted approximately 40 minutes.

ANALYSIS

A variety of statistical treatment has been done for the study. The data was analyzed using SPSS 17 and our analytical approach includes bivariate analysis. Mean and standard deviation of sexual abuse and Quality of life was analysed as follows---

Statistics			
		Sexual Abuse	Quality of Life
N	Valid	100	100
	Missing	0	0
Mean		5.4600	30.0500
Std. Deviation		3.98081	6.69294

Table: 1

Non parametric statistics of Kruskal-Wallis was administered on the sample of 100 abused women and a significant effect of abuse on quality of life was visible. The sample was divided into 4 groups on the basis of their scores of sexual abuse on the 10 item scale. The control group

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with no sexual abuse was N=16. Mildly abused group consisted of 39 participants (score=1-5) and moderately abused had 24 participants (score=6-10). 21 women were severely abused (score=11-20). The H score was found to be significant at .05 level.

The Kruskal-Wallis scores for
Quality of Life
Ranks

Test Statistics	
	QOL
Chi-Square	11.125
df	3
Asymp. Sig.	.011

	Code	N	Mean Rank
QOL	1.00	16	42.84
	2.00	39	41.35
	3.00	24	61.71
	4.00	21	60.52
	Total	100	

Code 1 represents **no abuse** group of women, **code 2** represents **mildly abused** group of women, **code 3** represents **moderately abused** group of women and **code 4** represents **severely abused** group of women.

Table 2

A demographic analysis of data collected is given in the following table Magnitude of sexual violence in entire sample (N=100)

	Hitting in private sexual parts	Hitting in the breasts	Forcing to unusual forms of sex	Forcing to anal sex
Age of women				
18-24	92%	92%	70%	74%
25-35	81%	65%	33%	45%
Women's Education				
High School	74%	68%	42%	42%
Lower Primary	88%	83%	47%	67%
Upper Primary	92%	79%	59%	62%
Living Arrangement				
Joint	85%	79%	58%	65%
Nuclear	91%	78%	30%	43%
Socio-economic				

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Status				
Wife's income less than 5000 per month	93%	80%	57%	64%
Wife's income approx or more than 5000 per month	81%	78%	47%	56%
Years of marriage				
1-5	94%	94%	64%	67%
6-10	88%	84%	56%	68%
11-15	79%	60%	36%	47%

Table: 3

Kruskal Wallis Analysis: Test Statistics

	Hitting in private sexual parts	Hitting in breasts	Forcing in unusual sex	Forcing in anal sex
Chi-Square	1.122	13.621	15.813	13.106
df	1	1	1	1
Asymp. Sig.	.290	.000	.000	.000

Table: 4

b. Grouping Variable: age range

The kruskal-wallis analysis of demographic data shows no significant effect of age differences on abuse of private sexual parts. This was probably the same for all age ranges. But age did have an effect on the other forms of sexual abuse.

Kruskal Wallis: Test Statistics

	Hitting in private sexual parts	Hitting in breasts	Forcing in unusual sex	Forcing in anal sex
Chi-Square	.089	5.620	.526	.639
df	1	1	1	1
Asymp. Sig.	.766	.018	.468	.321

Table: 5

b. Grouping Variable: Income

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Statistics shows no much significant effect of income of the women on forms of abuse except hitting in breasts.

Kruskal Wallis Analysis: Test Statistics

	Hitting in private sexual parts	Hitting in breasts	Forcing in unusual sex	Forcing in anal sex
Chi-Square	3.913	1.968	1.119	2.240
df	2	2	2	2
Asymp. Sig.	.141	.374	.572	.326

Table: 6

b. Grouping Variable: Education

Education has no impact on sexual abuse. Whether one has primary or high school education it does not help in being less abused.

	Hitting in private sexual parts	Hitting in breasts	Forcing in unusual sex	Forcing in anal sex
Chi-Square	9.234	8.669	7.219	5.300
df	1	1	1	1
Asymp. Sig.	.002	.003	.007	.021

Table: 7

b. Grouping Variable: Years Married

Years of marriage did have significant impact on different forms of sexual abuse as evident from the above table

A significant difference was found in the quality of life of the female workers who were mildly and moderately abused.

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Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
	Equal variances assumed	1.570	.215	2.748	61	.008	4.48077	1.63051	1.22036	7.74118
	Equal variances not assumed			2.908	57.194	.005	4.48077	1.54066	1.39588	7.56566

Table: 8

The perceived reason of difference may be located in the pathological condition of moderately affected women who think that they have to live with this trauma from now on (no matter how “moderate” is the degree of abuse) while mildly abused women may have treated the abuse as accidental/ sporadic in nature, having no permanent debilitating impact. The degree of assault may precisely decide the outcome of mental preparation to combat it.

The following table shows no significant difference in the perception of quality of life among the workers without abuse and the ones with mild abuse.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
	Equal variances assumed	.039	.843	-1.093	53	.279	-2.59295	2.37216	-7.35090	2.16500
	Equal variances not assumed			-1.164	32.245	.253	-2.59295	2.22802	-7.12992	1.94403

Table: 9

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The abused workers suffer from mild depression, irritability, lack of energy to seek medical care; they are prone to be lachrymose and despondent sometime. But their only solace seems to be the workplace where some form of peer support helps them cope with the mental issues.

No significant difference was found among the moderately and severely abused group of workers in terms of quality of life.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
VAR00002	Equal variances assumed	.073	.789	.199	43	.843	.34524	1.73734	-3.15845	3.84892
	Equal variances not assumed			.197	39.487	.845	.34524	1.75685	-3.20692	3.89740

Table: 10

The reason here once more is understandable: for a woman to be sexually abused is an assault on womanhood, modesty and identity. Sexual assault of severe degree and for sustained period of time can only expose the brutality of the perpetrator in the form of scars, injuries etc. the woman carries in her body leading to public humiliation. But for the moderately abused woman, this hardly can be a consolation, since they know the transition from “moderate” to “severe” may be just a matter of time and in any case, the mental trauma has become a permanent feature from which there is no escape.

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The focused group discussions revealed a few causes of sexual abuse. The representation is as follows---

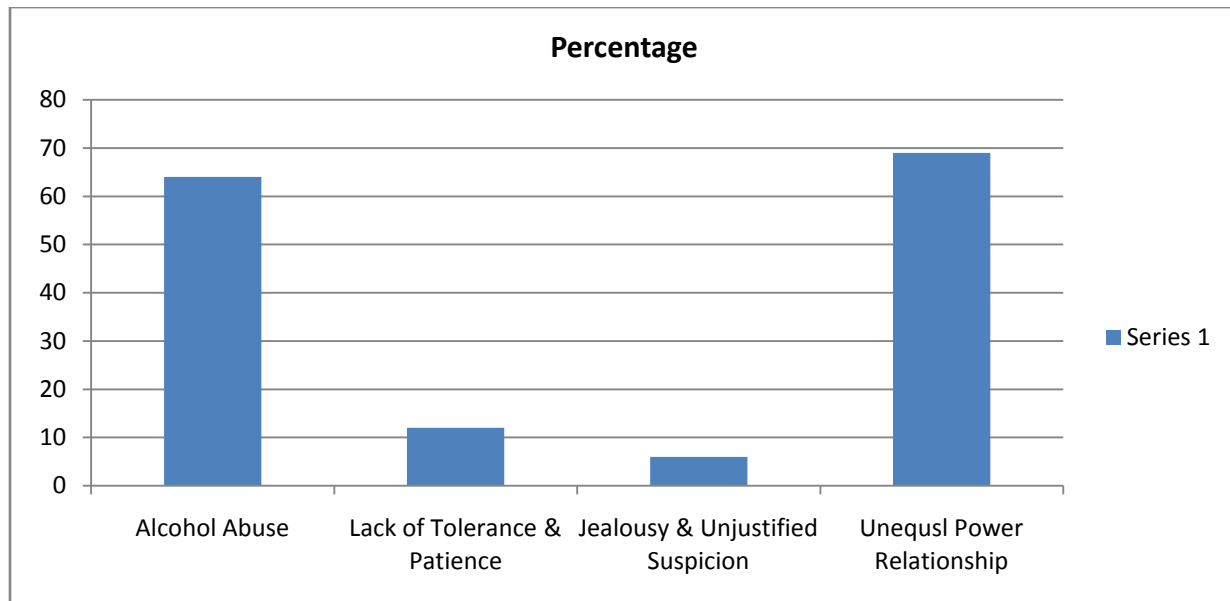


Table: 11 (Participants gave multiple answers)

DISCUSSION

Most of the women reported family constraints made them carry on with the violent marital relationship. They said that they were afraid of the poverty and the social pressures that could generate from living separated from their husband. Poor economic conditions and presence of children whose future might be affected are some major reasons. Marriage by choice (or 'love marriage') prevented many from going back to their maiden homes. Women said that there were times when they had wanted to commit suicide but could not because of children whose upbringing was solely dependent on them. Cultural belief in marriage and social stigma attached to broken marriages and not wanting to bring dishonor to maiden homes led many women to tolerate sexual abuse by intimate partners.

The husband and in-laws are the major perpetrators of abuse. Dowry demands emerged as a major cause of violence against women. It was common for the husband's relatives to instigate violence. Alcohol was another reason for marital violence. Suspicion and infidelity were found to be related to abuse. Most of the women despite being economically independent could not move out of their marriages fearing stigma and dishonor. Learning to live independently is often frightening and quite difficult, for domestic violence survivors are only used to being dictated by their abusers regarding what to do, how to do it and when to do it (Senter and Caldwell, 2002). This practice effectively paralyses the decision making ability of the women, shattering their self confidence.

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Research also shows that abusers are generally drawn to women who already feel powerless in other aspects of their life. These people question their own worth and thus do not consider whether their needs are being met. Predators strategically boost the victim's self-esteem to gain trust before introducing the abuse. Many were victims of domestic abuse as children or grew up with parents who were in an abusive relationship.

But a considerable number of women felt their abusive male partners still possessed some good qualities: More than half (54 percent) saw their partners as highly dependable, while one in five (21 percent) felt the men in their lives possessed significant positive traits (i.e., being affectionate). Women stay in abusive relationships because they experience a form of captivity and oppression (Herman, 1992). Herman, 1992 argues that women in abusive relationships surrender to the coercive control of their perpetrator.

The battered women syndrome (BWS) is used to explain why women stay in abusive relationships. Walker, 1992 explained that women who have been physically, sexually, and/or seriously psychologically abused by their partners exhibit BWS (Gelles and Loeske, 1993). BWS is a group of psychological symptoms similar to post traumatic stress disorder (PTSD). According to this concept, women with BWS become pathological and experience depression, high avoidance, and disinterest in previously significant activities. Abused women with this syndrome develop "learned helplessness". For the battered woman, this means the loss of belief that adopting a way out will bring about safety. Therefore, many women fail to get out of abusive relationships. Women without adequate informal support from their family and friends may have no alternative accommodation when they leave abusive relationships. In the U.S., there are approximately 2000 temporary shelters for battered women. Most times, they are so filled to capacity so that many women and children are denied shelters. In India, such help is rare. The violence persists because discriminatory laws condone and even legalize certain forms of violence against women. Dismissive attitudes within the police and an inaccessible justice system compound the failures of the state to protect women's rights. The criminal justice system and the Police provide little protection for the victims and often dismiss domestic violence as a family matter and fail to investigate or press charges. Psychological entrapment may also be a reason for these women to stay on in abusive relationship. Although they earn and are economically independent, they are entrapped in a viscous cycle where they have invested a lot of time and hence cannot break out. An example can be taken of a married woman who spends a great deal of time, energy, and money trying to make her marriage work. Although she continues to feel dissatisfied with the status of her relationship, she may continue to invest more time and energy into the marriage in order to justify her previous expenses. Hence, the woman has invested too much into the relationship to quit (Teger, 1980). Although possibly unattainable, it is hoped that continued investments will increase proximity to the desired goal (Rubin, Brockner, Small-Weil, & Nathanson, 1980).

Content analysis from focused group discussions reveals that for both the groups of women of age range between 18 – 24 and 25-35 years, the dominant area of sexual abuse is hitting in

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private sexual parts as well as hitting in breasts. For women, aged between 25 to 35, being forced to unusual forms of sex is much less than those aged between 18 -24 years. Similar is the response for being forced to anal sex. The pattern of demographic data shows that high school education for women abused had some impact on them as all the abuses are less for those who are more educated, while with upper primary education have seen higher magnitude of violence. A kruskal-wallis analysis, however, shows no significant effect of education on sexual abuse.

Demographic analysis also reveals that the degree of abuse is higher for women earning less than Rs. 5000 per month whereas it is relatively lower for those earning Rs. 5000 or more per month. However, Kruskal-Wallis analysis does not reveal much significant impact of education among women on sexual abuse.

The study has been done on economically independent women but it is seen that economic independence does not ensure them a better life, free from abuse. The focused group discussions reveal that the causes for sexual abuse have been mostly attributed to alcohol addiction and the coerciveness of intimate partners. Jealousy because of higher income of women and unjustified suspicion has been reported by very few responders. The inability to tolerate and lack of patience are perceived reasons for many men to beat up and sexually abuse their wives. It is clearly evident from the study that economic independence has not saved these women from sexual abuse. Most of the respondents have reported that they are helplessly entrapped within a conjugal relationship despite being sexually abused and the reason cited the most is the presence of children out of marriage for whom they feel morally responsible. Battered day in and day out, they cannot seek release from this traumatic experience just for the sake of their children.

IMPLICATION OF STUDY

Women working persistently day in and day out, have no legislative protection, not even the guarantee of a minimum wages. They work the year round with no regular employment and are not entitled to any social security benefits. On top of that these working women facing immense physical and sexual harassment at home incurring problems of depression and also face monetary loss for absence from work and drop outs. Women who wish to leave abusive partners or seek police protection are faced with a number of legal and other problems such as failure of the agency to provide support before separation is obtained. Legal services are extremely slow or not available when needed.

This study offers ample scope and opportunity for social service agencies/governmental organizations/ counseling centres to come up with proper plans to help the suffering women. Intervention strategies may be of various order. Since the legal redressal appears too distant a hope for many such women and the judiciary reacts rather late in many cases, a support system can be built which is able to take up the cases of affected women seeking legal justice. Generally the women feel shaky and reluctant to come out into the open with their complaints against the

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offenders fearing societal persecution. This fear has to be allayed first and then proper legal advice must be sought out for them, paving the way for retributive justice. If this legal proceedings lead to separation, proper shelter for the women and their children is the next step. A shelter for only women can be of little help unless the needs of their children are given equal weightage. Confidence building procedure for such women should be prioritized since separation from spouses for many is still the most painful and unwelcome experience. Counseling processes for the couples, though not universally accepted, may be thought of as a remedial measure. Individual counseling of both the partners by experienced counselors may be of help in cases where the men are amenable to suggestions and women are willing to give the relationship another try provided their partners are willing to listen to the counselors, even though temporarily. The threat of greater physical violence has to be nullified by such agencies/NGOs/Governmental organizations/ social security groups. This can be achieved through sustained campaign over local levels taking help from the clubs, panchayets, municipal ward offices.

Creating social awareness against sexual abuse of women should be the primary objective. This has to be done discreetly with active support of the peer groups, few women are likely to come out on such sensitive issue openly. If restoring their loss of self respect is an important agenda, making avenues of redressal easily available should be the other part of the same agenda.

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Unsociability With In the Same Sex

Nilosmita Banerjee^{1*}

ABSTRACT

Socializing in today's world is considered as one of the most important things. With the growing concept of social media and many other such aspects, socialization has now gained an even more predominant status. This phenomenon is of most importance among the younger generation, especially the adolescents. This study focuses on the concept of social phobia, also commonly known as social anxiety, among adolescents. This study tries to explore the prevalence of social phobia amongst the adolescent girls belonging to different types of institutions which include a co-ed college and a girls college. The samples for the study were in the age range of 15-17 years, 30 samples from each college. They belonged to eleventh grade. The other variable which was different was that the samples who belonged from the co-ed college belonged to the arts stream, and the samples from the girls college were from the science stream. The Liebowitz Social Anxiety Scale for Children and Adolescents (1987; Micheal Liebowitz) was administered on the students to measure the social anxiety, and they were given five open-ended questions which asked them, what would they do in certain social situations and what measures they would take to resolve them if they have any problem in the situations mentioned. The results showed an interesting aspect in respect to the prevalence of social anxiety among adolescent samples belonging to the different set ups of college. There was a difference of 13.34% in the prevalence of the social anxiety levels among the students. The samples from the co-ed college fell in the category of the 13.34%, wherein they showed levels of social anxiety as compared to the social anxiety levels of the samples in the girls' college. It was also interesting to notice the differences and similarities in the responses the students from the two types of institutions provided. The study focuses on understanding whether the levels of social phobia or anxiety differ among the same gender of females in differing contexts, such as the nature of the institution or the type of stream they choose to study.

Keywords: *Social phobia, differences in the level based on the type of the institution.*

The condition of *Social Phobia* has been renamed in the fifth edition of Diagnostic Statistical Manual (DSM), as Social Anxiety, where as it was called as social phobia prior to this. The understanding of Social Phobia, before incorporating the new version of nomenclature was very limited. It only revolved around understanding the concept of social phobia as a condition in which a person felt extreme discomfort or fear in performing in front of people. Research has shown that this definition or *understanding* is very narrow. With the DSM-5 this understanding has become *broad*er in nature, and states that Social anxiety disorder (SAD) can be diagnosed by an individual's response to a variety of social situations. This can range from the extreme

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discomfort faced by an individual while carrying out a conversation with another person to the feelings of anxiety that is faced by a person who is conscious of being noticed while eating at a dinner party or in a restaurant. This wide understanding of the concept of social phobia or social anxiety, as it is now known as, brings into notice how a wide range of and most of the daily social situations also account for the uprising of a social anxiety. Things and situations that seem normal to people who are not suffering from this condition might find the behavior or condition of the people suffering from the same quite surprising and even baseless at certain times. However, people who suffer from these conditions only can explain the extreme and high levels of difficulties that they face, and this becomes even worse when this anxiety evolves out of the daily life situations that they have to face mostly daily.

Research into the causes of social anxiety and social phobia is wide-ranging, encompassing multiple perspectives from neuroscience to sociology. Scientists have yet to pinpoint the exact causes. Studies suggest that genetics can play a part in combination with environmental factors. Social phobia is not a result of other mental disorders or by substance abuse. Generally, social anxiety begins at a specific point in an individual's life. This will develop over time as the person struggles to recover.

Eventually, mild social awkwardness can develop into symptoms of social anxiety or phobia. It becomes even more distressing to know that a large number of populations who are victims of social anxiety are young adults, which does include the adolescent population as well. The prevalence of social anxiety among adolescents can cause a extensive amount of problems, as they have to be engaged in a number of activities during this span of life that revolves around social situations. The various problems like avoidance of conversations with others fear of public speech and performance, extreme sensitivity to criticism etc. that are usually a part of daily life of the adolescents, becomes difficult for the social anxiety patients to live with. Social phobia is the most common anxiety disorder and the third most common psychiatric disorder, after major depressive disorder and alcohol dependence. Lifetime prevalence estimates for social phobia vary greatly and range from 0.4 to 20.4 % in different studies. Estimates of more than 8,000 individuals from the National Co morbidity Survey in 1994, suggests the lifetime prevalence of social phobia at 13.3%. In India, there has been only one study on social phobia (among high school adolescents) which mentions a prevalence of 12.8% and also an association with impairment in academic functioning. Anxiety disorders are the most common mental illness in the U.S., affecting 40 million adults in the United States age 18 and older (18% of U.S. population), according to the Anxiety And Depression Association Of America (ADAA). According to ADAA, the typical onset of this social anxiety is around 13 years of age. The following study tries to understand the concept of social anxiety by measuring social phobia amongst adolescent boys and girls and it tries to understand if any difference exists among them in respect to the same. The samples were also asked some open-ended self devised questions, which asked them what they would do in certain social situations if they face any trouble in the same.

METHODOLOGY

SAMPLES:

A sample of 60 students was collected from colleges in Mumbai city, which comprised 30 samples from a Co-ed college and 30 samples from a Women's college within the age range of 15-17 years. The samples from co-ed college were Arts students while, the samples belonging to the girls college were from the science background. The students belonged to the 11th grade, (First Year of Junior College).

TOOLS:

The students were given, *The Liebowitz Social Anxiety Scale for Children and Adolescents (1987; Micheal Liebowitz)* to measure the social anxiety. The scale is composed of 24 items divided into 2 subscales, 13 concerning performance anxiety, and 11 pertaining to social situations. The 24 items are first rated on a Likert Scale from 0 to 3 on fear felt during the situations, and then the same items are rated regarding avoidance of the situation. Combining the total scores for the *Fear* and *Avoidance* sections provides an overall score with a maximum of 144 points. The clinician administered version of the test has four more subscale scores, which the self-administered test does not have. Research supports a cut-off point of 30, in which SAD is unlikely. The next cut-off point is at 60, at which SAD is probable. Scores in this range are typical of persons entering treatment for the non-generalized type of SAD. Scores between 60 and 90 indicate that SAD is very probable. Scores in this range are typical of persons entering treatment for the generalized type of SAD. Scores higher than 90 indicate that SAD is highly probable. The students were given five open-ended questions, which asked them, what would they do in certain social situations and what measures they would take to resolve them if they have any problem in the situations mentioned. The open-ended questions were self-devised and asked the students about the general social situations that they are likely to come across.

PROCEDURE:

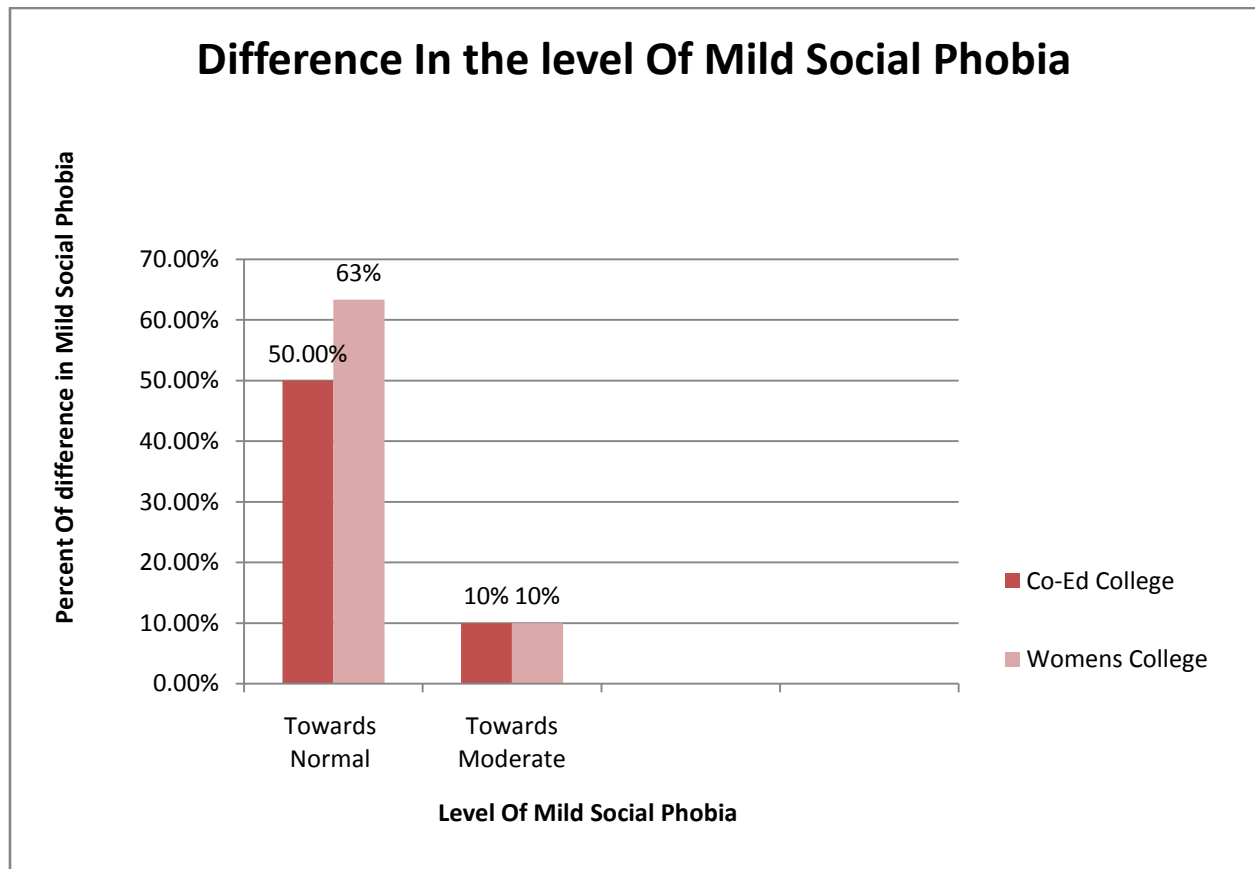
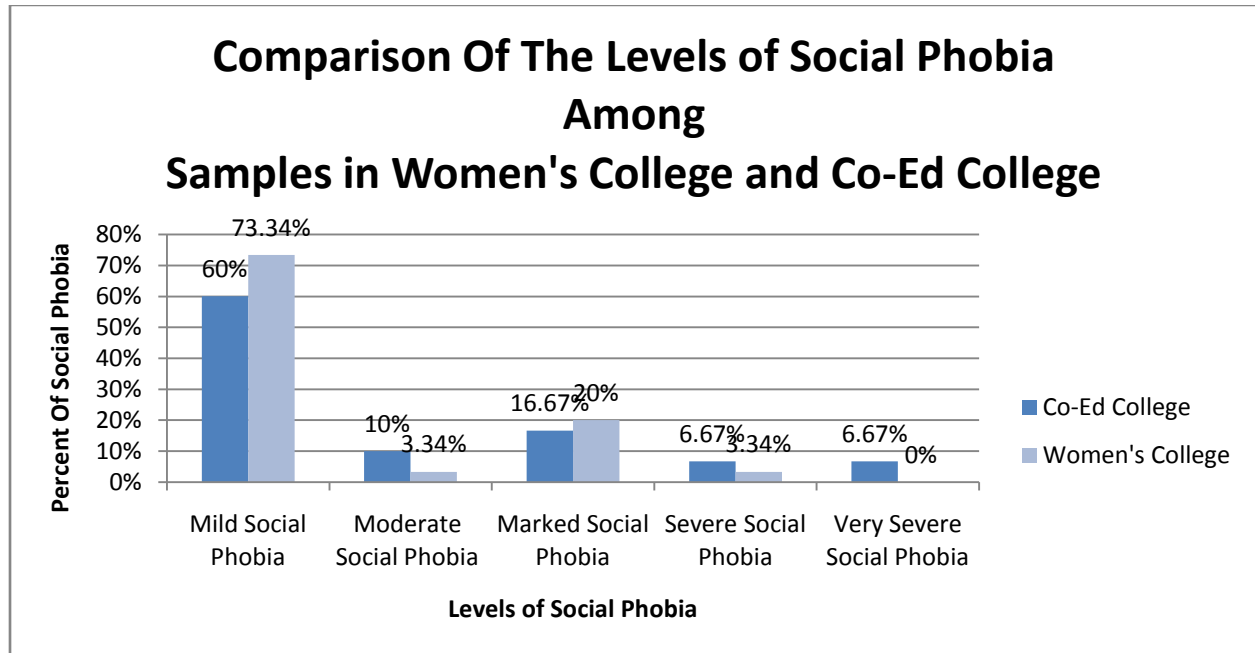
There was a rapport that was built with the students prior to the procedure of the data collection and the consent of the students was obtained before the data collection. The time required for the completion of the questionnaire was about 30 minutes. The students could complete the questionnaire within the estimated time limit. The collection of the data was completed in one sitting only.

RESULTS

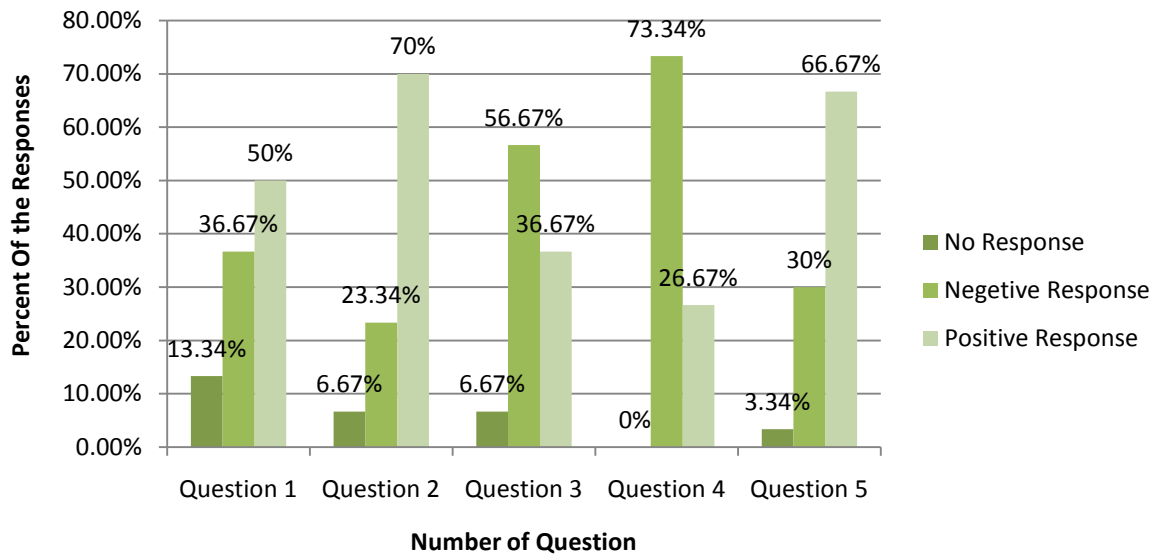
The following study brought about some very interesting results. It highlighted some very remarkable differences, which was quite interesting to record. The interpretation of the data collected as per the responses of the students to the Liebowitz Social Anxiety Scale for Children and Adolescents (LSASCA) are as follows: (Refer to Appendix A for the LSASCA and Appendix B for the open-ended question.)

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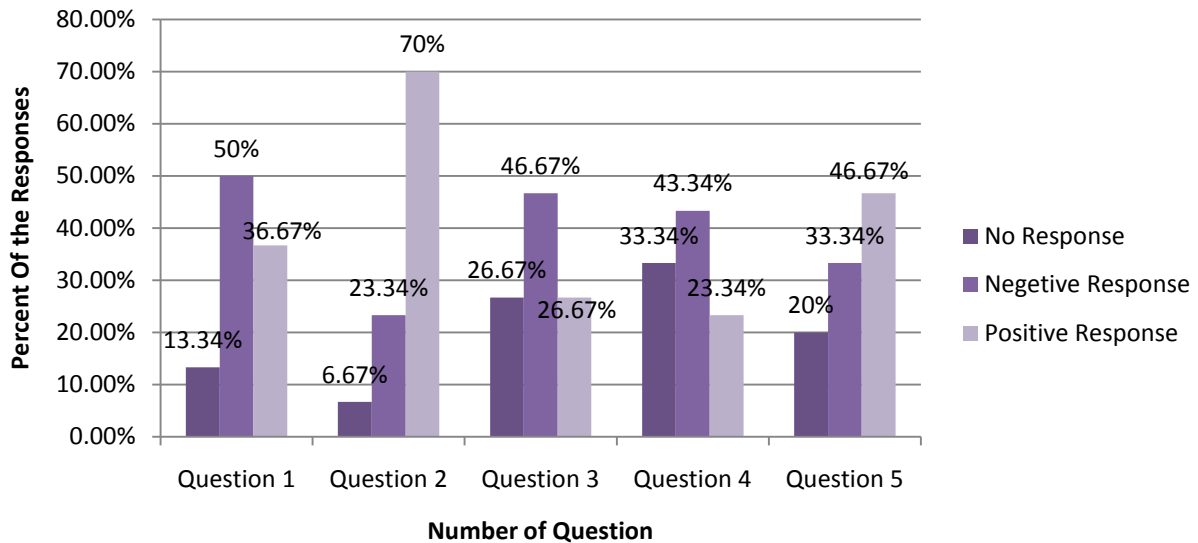
The following is the interpretation of the data of the responses of the participants to the LSASCA and the open-ended questions:



Analysis Of the Responses to the Open - Ended Question of Co-Ed College Participants



Analysis Of the Responses to the Open - Ended Questions Of the Womens College Participants



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Women's College			Co-ed College			Difference		
No Response	Negative Response	Positive Response	No Response	Negative Response	Positive Response	No Response	Negative Response	Positive Response
13.34%	50%	36.67%	13.34%	36.67%	50%	0%	13.33%	13.33%
6.67%	23.34%	70%	6.67%	23.34%	70%	0%	0%	0%
26.67%	46.67%	26.67%	6.67%	56.67%	36.67%	20%	10%	10%
33.34%	43.34%	23.34%	0%	73.34%	26.67%	33.34%	30%	3.33%
20%	33.34%	46.67%	3.34%	30%	66.67%	16.66%	3.34%	20%

The results clearly indicate a pattern which states that the students belonging to the Women's college is higher in there levels of mild social phobia, which is a positive indication because mild social phobia is not very sever and is mostly normal. In fact, the students in the Women's college were 63.34% towards the normal trend in the mild level of social phobia. However, only 10% was in the mild social phobia range towards moderate level of Social Phobia. There levels of

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Social Phobia in the moderate level were lesser by 6.67% as compared to the girls in the co-ed college. This was also a positive difference seen in the results of the students in the Women's college. Their levels of moderate social phobia were less. Contradictorily their level of marked social phobia was 0.3% higher than the students in the co-ed college. But there trends of positive results were seen again in the next level of social phobia, the severe level of social phobia, which was 3.34% less than that of the students in the co-ed college.

The last level of social phobia though stood at a 0% for the students in the women's college. The very sever social phobia level shot up to 6.67% for the students in the co-ed college, with an extreme hike in the scores that they scored in the LSASCA. The level of social phobia pertaining to the severe social phobia was 6.67% and 3.34% for the Women's college and Co-ed College respectively. The difference in these two levels was of about 3.33%. The Co-ed college students were again high in this respect as well.

These results were only the differences found in the responses of the participants to the LSASCA. Apart from this the students were also asked some open-ended questions as mentioned before, about certain social situations that they are most likely to come across, in day-to-day life. The responses of the participants in both the groups of students varied extensively. The responses of the questions were analyzed on the basis of a negative, a positive and no response. This brought bout attention to more interesting results. The statistical analysis brings in to notice that there is a significant amount of difference in respect to each question in the two groups. Not only that the responses differed as a whole as well. However, certain responses among the participants overlapped as well, but significant differences were still noticed. The tendency of no response to the question was seen higher in the women's college participants as compared to the co-ed college participants. The interesting aspect was that both the groups had the same responses to question number two.

DISCUSSION

The main focus of the study was to find out the prevalence of the levels of social phobia or social anxiety among the adolescents. The study revolved around trying to identify this phenomenon only in one gender; females, indifferent contexts. In this case the variables which were different were the nature of institutes these participants were enrolled in and the type of stream of subjects the students had taken up. The participants had responded to two different types of sections of questions, one was here response to the LSASCA, and the other was the response to the open-ended question. The data collected in both these sections greatly varied in respect to both the groups. The participants who belonged to the group of the Women's College showed positive results as compared to the participants in the group of the Co-ed College. The only level of social phobia in which the participants from the former group were higher than the later group was the level f marked social phobia, by 0.6%. Other than that they showed a positive trend in terms of the levels of social phobia. The participants from the co-ed college, showed more of a negative trend in turn. With high levels in almost all the levels of social phobia, excepting one level of marked social phobia, this group brings attention to not only the high levels of social phobia in

the various levels but also the fact that the levels for social phobia in case of the very-severe social phobia also prevails and the some of the score are staggeringly high, as high as 108 to 110. This points out to the alarming levels of social anxiety that certain percentage of the samples have displayed in this group. Whereas the participants from the Women's college group did not have any sample scoring in this level altogether. The surprising fact was that the responses of the participants in the open-ended questions were very fascinating. The questions which revolved around the daily life situations of the adolescents asked them various things such as how would they respond to or handle criticisms, how would they overcome the uneasiness caused due to criticism, are they afraid of public speaking, do they do anything to reduce it, do they face trouble in making friends or in socializing, do they try to overcome it, do they face any distress in any social situations, etc. The response of the participants in the group of women's college was more optimistic and positive in nature as compare to the participants in the co-ed college group. It was seen that participants who were in the mild level in the former and later group showed much more instances of not being a victim or sufferer of any social situation. Also if at all they faced any problems, there was a high level of positive approach shown to overcome it, for example, some participants in both the groups responded that in case of fear of public speaking they would like to practice more, overcome by taking part in more such type of activities, ask for others evaluations etc.

A general trend of an effort to overcome the distress caused by the various social situations was shown by the participants in both the groups across the levels of social phobia. However, a very peculiar trend was observed, the students from the science stream, Women's college, who were falling in the range of the marked and severe social phobia were very reluctant to make a note of the measures they would take in certain situations mentioned in the questions. In fact in some of the cases the total score of the participant and their respective responses to the open-ended questions did not match. This was not observed in the case of the Arts stream co-ed college students. But a lot of responses which asked them what they would do to overcome certain social situations revolved around very unstable and unnatural responses such as "I would ask God" or "Create trouble for those who criticize me", "Give it back to them, or run away from that situation" etc. Most of these responses came from those in the last few levels of social phobia, marked severe and very severe.

A main cause for this difference in the levels of social phobia or anxiety can be the nature of the institute. In the co-ed college the female participants are in constant contact or presence of an opposite sex, or the male counter-parts. The age that these female participants are in, the adolescent period, is characterized by a high level of need for peer acceptance, likeability and the need to be assimilated in the larger whole. Moreover, there is a constant need to carry out socially appropriate and likable acts in order to gain the attention of the opposite sex. Some people who are not having any problem socializing or who do not suffer any issues of getting conscious and complexes in certain situations may not face this problem at all. But some of the adolescents struggle to cope up with this issue. Isabelle Rosso, PhD, who also works in Yurgelun-Todd's lab, and colleagues reported that as adolescents' abstract reasoning skills

increased, so did their levels of social anxiety. Part of abstract reasoning includes being able to take an observer perspective on one's self and to make inferences about other people's thoughts and feelings. Although the emergence of abstract reasoning is ultimately a useful tool that allows adults to self regulate, in adolescence, it might contribute to higher vulnerability to social anxiety and other emotional disorders, says Rosso. "In adolescence, you start to become more self aware, and more able to think abstractly or hypothetically about other people's thoughts and feelings," says Rosso. "But that may also allow you to have more social self consciousness, and worry more about what other people is thinking about you. It may open up new vulnerabilities in some adolescents."

However, this definitely does not imply any causation, isolating the presence of the opposite sex in the co-ed college being the reason of the significant difference in the levels of social phobia as compared to the other group, can be just one out of the many possibilities. The other factors may range from the environments to which the participants are exposed to on a daily basis to the role of the functioning of amygdala in the brain, a area that is being well researched in respect to this field. Apart from this the many other possible causes can be ranging from genetic aspects to environmental aspects as well. Under the genetic aspects it has been shown that there is a two to threefold greater risk of having social phobia if a first-degree relative also has the disorder. This could be due to genetics and/or due to children acquiring social fears and avoidance through processes of observational learning or parental psychological and social education. Studies of identical twins brought up (via adoption) in different families have indicated that, if one twin developed social anxiety disorder, then the other was between 30 percent and 50 percent more likely than average to also develop the disorder. To some extent this 'heritability' may not be specific – for example, studies have found that if a parent has any kind of anxiety disorder or clinical depression, then a child is somewhat more likely to develop an anxiety disorder or social phobia. Studies suggest that parents of those with social anxiety disorder tend to be more socially isolated themselves (Bruch and Heimberg, 1994; Caster et al., 1999), and shyness in adoptive parents is significantly correlated with shyness in adopted children (Daniels and Plomin, 1985). Growing up with overprotective and hypercritical parents has also been associated with an anxious-ambivalent attachment with their mother as infants were twice as likely to develop anxiety disorders by late adolescence, including social phobia. A related line of research has investigated 'behavioral inhibition' in infants – early signs of an inhibited and introspective or fearful nature. Studies have shown that around 10–15 percent of individuals show this early temperament, which appears to be partly due to genetics. Some continue to show this trait into adolescence and adulthood, and appear to be more likely to develop social anxiety disorder. Social experiences can also be a potential cause of the social anxiety. A previous negative social experience can be a trigger to social phobia, perhaps particularly for individuals high in 'interpersonal sensitivity'. For around half of those diagnosed with social anxiety disorder, a specific traumatic or humiliating social event appears to be associated with the onset or worsening of the disorder; this kind of event appears to be particularly related to specific, for example regarding public speaking (Stemberg et al., 1995). As well as direct experiences,

observing or hearing about the socially negative experiences of others (e.g. a faux pas committed by someone), or verbal warnings of social problems and dangers, may also make the development of a social anxiety disorder more likely. Social anxiety disorder may be caused by the longer-term effects of not fitting in, or being bullied, rejected or ignored (Beidel and Turner, 1998). Shy adolescents or avoidant adults have emphasised unpleasant experiences with peers or childhood bullying or harsh treatment (Gilmartin, 1987). In one study, popularity was found to be negatively correlated with social anxiety, and children who were neglected by their peers reported higher social anxiety and fear of negative evaluation than other categories of children. Socially phobic children appear less likely to receive positive reactions from peers and anxious or inhibited children may isolate themselves. Cultural factors that have been related to social anxiety disorder include a society's attitude towards shyness and avoidance, affecting the ability to form relationships or access employment or education, and shame. One study found that the effects of parenting is different depending on the culture – American children appear more likely to develop social anxiety disorder if their parents emphasize the importance of others' opinions and use shame as a disciplinary strategy (Leung et al., 1994), but this association was not found for Chinese/Chinese-American children. In China, research has indicated that shy-inhibited children are more accepted than their peers and more likely to be considered for leadership and considered competent, in contrast to the findings in Western countries. Purely demographic variables may also play a role – for example there are possibly lower rates of social anxiety disorder in Mediterranean countries and higher rates in Scandinavian countries¹, and it has been hypothesized that hot weather and high density may reduce avoidance and increase interpersonal contact.

Problems in developing social skills, or 'social fluency', may be a cause of some social anxiety disorder, through either inability or lack of confidence to interact socially and gain positive reactions and acceptance from others. The studies have been mixed, however, with some studies not finding significant problems in social skills while others have. What does seem clear is that the socially anxious perceive their own social skills to be low. It may be that the increasing need for sophisticated social skills in forming relationships or careers, and an emphasis on assertiveness and competitiveness, is making social anxiety problems more common, at least among the common groups of society. An interpersonal or media emphasis on 'normal' or 'attractive' personal characteristics has also been argued to fuel perfectionism and feelings of inferiority or insecurity regarding negative evaluation from others. The need for social acceptance or social standing has been elaborated in other lines of research relating to social anxiety.

The psychological factors can also play a major role to play as far as the prevalence of social phobia is concerned. Research has indicated the role of 'core' or 'unconditional' negative beliefs, for example the feelings of incompetence and 'conditional' beliefs nearer to the surface, for example, the feeling of failure or if there is a strong competitor, the repulsive tendency from the situation. They are thought to develop based on personality and adverse experiences and to be activated when the person feels under threat. One line of work has focused more specifically on

the key role of self-presentational concerns. The resulting anxiety states are seen as interfering with social performance and the ability to concentrate on interaction, which in turn creates more social problems, which strengthens the negative schema.

Also highlighted has been a high focus on and worry about anxiety symptoms themselves and how they might appear to others. A similar model emphasizes the development of a distorted mental representation of the self and overestimates of the likelihood and consequences of negative evaluation, and of the performance standards that others have. Such cognitive-behavioral models consider the role of negatively biased memories of the past and the processes of rumination after an event, and fearful feelings before it. Studies have also highlighted the role of subtle avoidance and defensive factors, and shown how attempts to avoid feared negative evaluations or use 'safety behaviors' (Clark & Wells, 1995) can make social interaction more difficult and the anxiety worse in the long run. This work has been influential in the development of Cognitive Behavioral Therapy for social anxiety disorder, which has been shown to have efficacy.

CONCLUSION

This study brings into light the prevalence of social phobia or social anxiety among the female adolescent participants in the Indian context. These understandings can be used to improve the conditions of the prevalence. The college councilors can use such data and help their students to overcome such issues. They can also do follow up studies and find out if any change in the levels of social phobia or social anxiety has taken place.

The limitations of this study include the limited number of participants, in the study. Also the results that hold true to an Indian context may not hold true to other contexts. The data and the results can be refined, and an introduction of many other variables could bring about some even more insightful results. The study was also focusing primarily on one particular gender, only the context was different. This same study could be done in among the two different genders and the various other variables such as age and parental style of the adolescents could be introduced to gain more understanding of this concept, further.

However, the important aspect is the prevalence of the social anxiety among the adolescent. It is very important that the adolescents, who have been detected should be helped through the various processes like counseling, cognitive behavioral therapy (CBT), holistic training, or they can be even subjected to various types of alternative treatments like confidence boosting workshops, yoga and meditation etc. The existence of this type of an anxiety in adolescents is very distressing, as mentioned before because; they have to cope up with the various challenges of the world. And moreover the personalities that are developed during this time are mostly the ones that become permanent for the later phase of life. This makes eradication of the social anxiety or social phobia even more important.

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Appendix (A)

Liebowitz Social Anxiety Scale

FEAR OR ANXIETY: 0= NONE, 1=MILD, 2=MODERATE, 3=SEVERE

AVOIDANCE: 0=NEVER, 1=OCCASIONALLY, 2=OFTEN, 3=USUALLY

The scoring scale:

0-54: Mild Social Anxiety

55-65: Moderate social anxiety

66-80: Marked social anxiety

81-95: Severe social anxiety

Greater than 95: Very severe social anxiety

Appendix (B)

The open-ended questions that were asked to the participants are as follows:

1Q. Are you scared of public speaking; do you do anything to reduce it?

2Q.If you have trouble in making friends or in socializing what do you do to overcome it?

Q3. What do you do to over come the uneasiness that is caused by criticism?

Q4. What are the ways in which you handle criticism?

Q.5 What are the ways in which you try to handle the stress caused in any social situation?

An Additive Impact of Relationship between Gratitude and Forgiveness: A Review

Bani Narula^{1*}

ABSTRACT

The present paper is an attempt to study gratitude and forgiveness in unison in order to better understand their conceptual links and to confirm the query that how might combining two or more strengths produce additive effects in the pursuit of well-being and happiness in one's life. Most importantly, the population for whom a strengths-based approach seems particularly invaluable is adolescents, who are at a critical development stage of making key choices about their future. Hence, identifying gratitude and forgiveness as a complete 'package' during this stage of life will equip adolescents with both intrapersonal and interpersonal resources which would aid at facilitating adaptive negotiations of the complex adult world.

Keywords: *Gratitude, Forgiveness, Adolescents, Well-Being, Happiness*

Character strengths have a prominent position because the meaning of a happy and a well lived life is strongly connected to human virtues (Peterson & Seligman, 2004). It makes sense to include gratitude and forgiveness in the scientific pursuit of adolescent's development precisely because it helps build personal resources for ensuring happiness, well-being, social integration and generativity as they are at a crucial stage in their life where social identity and belonging go hand in hand (Froh & Bono, in press). Character strengths in adolescents have been also associated with desirable outcomes such as such as delay gratification, kindness and altruism (Scales et al, 2000) and also reduction of problems like sexual risk-taking, substance use, alcohol abuse, smoking, violence (Park, 2004b). *Character education provides an antidote to youth depression, serves as a pathway to increased life satisfaction, promotes learning and creativity, enhances social cohesion, and promotes civic citizenship (Waters, 2011).*

Gratitude and forgiveness have much in common. The additive impact of these two character strengths is discussed in the upcoming sections.

- The first and foremost evidence comes from the fact that gratitude and forgiveness are at everyone's disposal. Gratitude is a positive psychological response to interpersonal

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benefits and forgiveness is a positive psychological response to interpersonal harm (Emmons & McCullough, 2003). Gratitude is a powerful emotion which can release you from a negative bonding (Froh, 2007). Focus on the good things instead of the bad can make you attract great good in your life. But if you are weighted down with unforgiveness, it is hard to open the door to gratitude. Feelings of revenge, unforgiveness and blame can linger within us for a long time, filling us with negativity and keeping us away from being good and happy. *If you look at the cycle of grieving, you will see that forgiveness is the fundamental stage to experience gratitude and the joy of life again (Froh & Emmons, 2007).*

- Secondly, human relationship is the central connection between these two constructs i.e. where individuals experience both help and harm (Bono & McCullough, 2006). *Among the different character strengths, gratitude and forgiveness emerge as two important strengths in interpersonal situations (Bono & McCullough, 2006).* Responding positively with forgiveness instead of negatively with avoidance or vengeance when one is wronged, hurt or attacked could help reduce negative emotions such as anger, disappointment, and hostility and replace them with more positive or benevolent attitudes, feelings, and behaviors (McCullough, 2001; McCullough & Witvliet, 2002). Expressing gratitude or appreciation of adverse life circumstances could be adaptive and would allow one to positively reinterpret stressful or negative life experiences (Fredrickson, Tugade, Waugh, & Larkin, 2003).
- Thirdly, gratitude and forgiveness share a common and fundamental component - of *empathy and philanthropic behaviour* (Karremans, Van Lange & Holland, 2005). Beyond the “head” strengths (love of learning, open mindedness, perspective) that are intellectual and self-oriented, *strengths of gratitude and forgiveness are defined as the strengths of the “heart”, i.e. ‘emotional’ and ‘interpersonal’ in nature, which plays an important role and are the key factors in determining youth’s happiness level (Park & Peterson, (2010); Safaria, (2014); Senarighi, (2015).*
- *Fourthly, gratitude and forgiveness are closely related, forgiveness being the flip side of gratitude.* It involves responding positively to transgressions by offering mercy instead of vengeance. Like gratitude, it is outward directed and intentional and recognized as a character strength. Happiness results when energized by magnificent blend of new elixirs i.e. Gratitude and forgiveness, two interconnected positive character strengths (Froh & Emmons, 2007). Gratitude relates to willingness to forgive (DeShea, 2003), which is associated with the absence of psychopathological traits (Maltby et al., 2008), and is integral to positive functioning (Maltby, Day, & Barber, 2005). *These strengths produce well-being through a combination of reflection, positive emotions, and adaptive social behaviors and relationships that facilitate well-being and happiness (Fredrickson, 2004; Kashdan, Mishra, Breen, & Froh, 2009; Watkins, 2004).*
- Fifthly, Uchida, Norasakkunkit & Kitayama (2004) found evidence that *in Asian countries (Eastern culture) the key word for happiness is relationship or togetherness and they ground their life satisfaction more in interpersonal factors than intrapersonal*

factors (Suh, Diener, Oishi & Triandis, 1998). Our culture being collectivistic in nature, considers *social support* to be an important factor that can aid an individual in initiating and maintaining a positive activity (Putnam, 2000) and also lays emphasis on *relationships* and relationships are a cause of great distress and of great happiness and majority of qualitative studies have found that the success of interpersonal relationships is an important factor in people's lay understanding of happiness across eastern and western cultures (Pflug, 2009; Delle Fave, Brdar, Freire, Vella-Brodrick & Wissing, 2011). *Further, 'gratitude' and 'forgiveness' provide relatedness need-satisfaction and are said to be interpersonal strengths which help strengthen our relationships with our significant others.*

- Sixthly, Fincham & Beach, (2010) illustrated parallels between gratitude and forgiveness. Numerous authors have bemoaned the lack of attention given to gratitude (Solomon, 2004) and forgiveness (Fincham, 2000) by philosophers and social scientists. Thriving empirical literature has emerged in the last fifteen years on gratitude and forgiveness. Each strength is acknowledged to have a rich history extending back to the ancient Greeks. Both constructs describe processes that are ascribed a central role in social life. Gratitude and forgiveness orient the person away from their own selfish interests to the interests of others. Another parallel emphasizes that both are considered to be virtues and has being linked to personal well being. Further, the presumed value of each construct for promoting mental health have given rise to numerous interventions designed to increase their occurrence (Nelson, 2009; Wade, Johnson & Meyer, 2008).
- The seventh evidence comes from Peterson & Seligman (2004) while working on Values in Action Inventory of Strengths – i.e. at the outset gratitude and forgiveness was categorized under the virtue of '*Transcendence*' and '*Temperance*' respectively. However, today, taking a closer look at the classification of these character strengths reflected on an emerging trend i.e. these two strengths are now 'packaged' together. Recently, Macdonald, Bore & Munro, (2008) reached a consensus that the strengths of gratitude and forgiveness be conceptualized together under the same cluster or factor i.e. the factor of '*Niceness*'. Further, Brdar & Kashdan, (2010) added gratitude and forgiveness to '*Interpersonal*' factor thereby reflecting the importance of the shared impact of gratitude and forgiveness on relationship processes and well-being (happiness being its component).

In light of the above parallels, it is believed that the emergence of interest in gratitude and forgiveness can be traced to the rise of positive psychology movement and also that these common heritage points to another feature i.e. focus on the individual.

Final Remark!

Thus, gratitude and forgiveness are conceptually linked as positively valenced, pro-social, empathy-based character strengths associated with psychological and physical health. Hence by cultivating these strengths, begins a cycle that actually attracts healthy self esteem, a positive attitude and good things into one's life.

The above stated similarities suggest that gratitude and forgiveness are likely to have a shared impact on other relationship processes and outcomes and that they need to be considered specifically in the relationship context (Fincham & Beach, 2010). Likewise, both can be conceptualized within a framework of emergent goals and have links to general well-being. *Therefore, active engagement of strengths of character appears to be a viable exercise for increasing and promoting happiness and well-being (Sheldon & Lyubomirsky, 2006a).*

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A Brief Account of Abstract and Concrete Elements of Language

Ahmed M. S. Alduais^{1*}

ABSTRACT

Purpose: What do abstract elements of language refer to and how they can be distinguished from concrete ones is the main concern of this paper.

Method: The study is mainly descriptive where previous and related studies are reviewed and presented to reach a view about abstract and concrete elements of language.

Results: Whatever spoken and written is concrete element of language and whatever processed and acquired or learnt is abstract element of language. Linguistic elements before use are abstract and when being used they turn into concrete ones.

Conclusions: Our stored linguistic and mental abilities are to be taken as the abstract element(s) of language, yet our attempt and desire to use the stored linguistic and mental abilities and put them into actions are the concrete element(s) of language.

Keywords: *Language, Abstract Elements, Concrete Elements*

In language study, research and theory—a distinction is made between abstract and concrete elements of language. Strictly speaking, knowledge and its use, consciousness and unconsciousness and input and output are all used conversely and can explain the difference(s) between abstract and concrete elements of language. However, such elements are interpreted in many ways. That is, in terms of language study and theory as mentioned above they may refer to what is known as ‘competence’ and ‘performance’. The main reason behind this interpretation is that because what is referred to as ‘abstract’ – ‘competence’ is invisible. On the other hand, ‘performance’ which is referred to as concrete element of language is visible. Put it another way, the former is unseen and the latter is seen. Again, one which is abstract is not testable and the other which is concrete is. Once again, it is proposed that because we cannot see what is in our minds so it is mentioned as abstract. On contrary, because our production for the language elements can be seen as spoken language and it can be judged so it is mentioned as concrete element.

In one way or another, what is known in linguistics as phonology, phonetics, morphology, syntax and semantics, etc. are to be taken/considered as language elements in general. In spite of this, the point is that when these elements are in our minds so they are referred to as abstract

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elements. Conversely, when they are used or more accurately spoken, they are referred to as concrete elements. In spite of this, what has been mentioned as abstract and concrete elements of language could be interpreted in more than a way. That is to say, psychologically, such elements are interpreted in terms of the interrelationship between both linguistic and mental development. It is claimed that a child acquires and produces language elements as either concrete or abstract according to his/her age or mental development (epistemology theory). Recent studies would mention and argue in favor of Chomsky's ideas claiming that we are born with native grammar which is actually abstract and our social life and experiencing life would make us able to activate our native grammar and produce it, this last process is referred to as concrete element of language.

Having generally introduced these two elements, we now mention very briefly some of the conducted studies and opinions about them. In Byram's encyclopedia (2004: pp.135-136) communicating with others in the day-to-day life is considered as the ability to make what is abstract as concrete. Needless to say, he is talking about the language elements and yet language processing and language production. Similar to Byram are (K. & H, Johnson, 1998:pp.74-5) who state that "any human language can be seen a realization in utterances of the associated abstract linguistic system". Just like the previous opinions, (Trask, 1992:p.50) agrees to the idea that language elements or linguistic abilities which are born with us in our minds are "an abstract realization of a native speaker's knowledge of the grammar of her/his language". As a continuous flow to these opinions, (Crystal, 1997:p.283) goes on to state that what we do in our daily life or our acts of speech and communication are in one way or another concrete elements of language and to some extent these "utterances of performance will contain features irrelevant to the abstract rule system". Simply, one can infer from Crystal's idea that what our minds contain is abstract language element and what we produce is the concrete language element.

Well, with reference to Chomsky's ideas mainly his theory of transformational generative grammar (Chomsky, 1965, 1995, and 1968) one can infer the fact that what enables us to, and provides us with linguistic ability is the abstract element of language, because we cannot make a final decision on it. Yet, what makes us or enables us to produce what is stored in our minds is the concrete element of language.

Unsatisfied with such an interpretation produced with Chomsky and his followers (Richards,1992:p.155) mentions in his encyclopedia that abstract and concrete elements of language are to be interpreted and explained in relation to both linguistic and mental development and not only to linguistic development as in Chomsky's case. However, such an idea is explained and clarified more in Piaget's theory which is known as *genetic epistemology*, (ibid). Piaget (1936) argues that children pass through different stages before they become able to produce abstract elements of language. He (ibid) maintains that it is only when a child is seven or more s/he becomes able to produce abstract language elements. According to him before this stage, they of course produce language elements but ones which are concrete, related to real

object in life. He continues when children reach the age of eleven they become more able to deal with abstract elements of language.

In his book, (Piattelli-Palmarini, 1980) presents in details the debate between both Chomsky and Piaget. It is shown in this book how each one of them has interpreted and viewed language elements. Whereas Chomsky views abstract element as competence and concrete as part of performance, Piaget does not.

From the point of view of that semantic and pragmatic linguistic elements of language are abstract compared to the syntactic and morphological ones; (Presseisen, Goldstein & Appel, 1978) introduces to us abstract and concrete elements of language. They maintain that whatever elements or concepts of language we can only understand or realize intellectually are abstract. Again, whatever elements we produced and we can realize physically are concrete ones. To some extent, such an opinion is similar to Piaget's idea that children who are less than eleven years are not able to deal with abstract ideas or elements of language, because their minds have not reached yet the stage of doing so.

Learning and acquiring language in both home and school, (Davies, 1982) attempts to evaluate and at the same time compare between two processes: language and its acquisition from parents, family and society, and on the other hand, language and its learning in the school. She draws a distinction between both processes by considering the former as communicative competence and the latter as academic competence. Most importantly, according to Davies whatever is spoken and written is concrete element of language and whatever is processed and acquired or learnt is abstract element of language.

Furthermore, we can mention some of the empirical studies wherein they attempt to distinguish and at the same time determine abstract and concrete elements of language. From among these studies is JinyunKe's and Holland's study (2006:p.3) who mention with reference to Pinker and Bloom that "while earlier proposals for UG were mostly concerned with syntax, dealing with a set of highly abstract principles and parameters, recently the focus has shifted to more concrete components of language, such as conceptual system, speech perception and production mechanisms". It greatly suggests that our stored knowledge or linguistic elements are abstract and our use of these stored elements is the concrete side.

One more study is conducted by Straus (2008) who attempts to apply Chomsky's theories to mathematics. He argues in favor of that "our basic model for a child learning [his/her] first language is that [s/he] hears one sentence after another and tries to parse each sentence using one of all the 'possible' grammars'. Straus's statement implies that the possible grammars available in a child's mind are abstract elements of language as they are not exactly determined and the chosen or the used grammar in the process of parsing refers to the concrete elements of language.

CONCLUSION

To sum up, our stored linguistic and mental abilities are to be taken as the abstract element(s) of language, yet our attempt and desire to use the stored linguistic and mental abilities and put them into actions are the concrete element(s) of language. This is of course without ignoring the psychological interpretation that in a particular stage we in general are not able to deal with abstract linguistic concepts even when we produce them we are not aware of them as abstract ones, instead we relate them to objects in the real world. More interestingly in this interpretation is that when a particular linguistic element cannot be related to a real object in our life, we fail as children to deal with it and that is why our linguistic development or competence is to a great extent related to our mental and/or cognitive development.

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Effect of Spiritual Counseling on Stress Level of College Going Students

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ABSTRACT

Today Stress is a part of our daily life work. Stress free life is nearly impossible to all people. But management of stress can be life easeful to live. Spiritual counseling can be one of the best tools for stress management. This research explores the effectiveness of spiritual counseling on stress level among college going students. Two group pre-post designs were used on Sample of 50 (25 in experimental and 25 in control group) college students. They were selected by incidental sampling method from the various colleges of Chhattisgarh. The age of the subjects ranged from 18 to 22 years. The experimental group was regularly exposed to Therapeutic intervention for 45 days. During this intervention the researcher discussed the problems with students & suggested them with solution through the reference of “Amritwani” heard every day. Data were collected through the Perceived Stress Scale (PSS) by “Cohen”. For Statistical analysis of data “t-test.” Used. Results indicate highly significant effect of spiritual counseling on stress of college going students at 0.01 level of confidence.

Keywords: *Stress, Spiritual Counseling, College Students.*

All over the word stress is very common terror in every mind. Stress is a state of mind and can be perceived in behavior or action of human. It is very common phenomenon of every individual life mostly in modern life system. Every people face stress regularly but they are unaware of handle it or management and cope efficiently. Modern life style is full of stress and least of ease. Every culture has own different coping management of stress but in India, Spirituality was always a core subject of Indian culture. So, now a day it is still awesome and wonderful therapy is being used in India. This research includes such an effective Spiritual counseling therapy as a tool.

Fresher college student usually has expectations about college life long before actually leaving home. Some students look forward to college, and are eager to experience more freedom and

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adventure. Other individuals may be enthusiastic about college initially, but then discover that the actual experience falls short of their expectations. They don't feel happy, comfortable, or secure in their new environment. In addition, some students know that leaving home may be difficult and, attained college. Expectations easily destroy and encounter challenging experiences or obstacles at the beginning of college. This step is positive for life even produce stress, and the environmental changes lead to varying emotions including sadness, loneliness and worry. At the very beginning, from the college admission and up to the passing is not so essay. However, some students can't really handle stress perfectly that sometimes, it even affects their performance in college.

They have competition for grades, the need to perform, relationships, career choice, and many other aspects of the college environment cause stress. Before condemning stress outright, we need to understand that stress is only harmful when it is excessive. Much of the stress that we all experience is helpful and stimulating called Eustress. The challenges of life event tend to be stressful and avoid stress completely is rather difficult. The problem comes when you experience too much stress.

College students are exposed to many problems from family, financial, peers, and school environment. As he proceeded, continued and finally ended his courses enrolled in college, various stressors hamper the successful attainment of his primary and secondary goals. There are common stressors that affect college students: intrapersonal, interpersonal, academic and environmental stressors (Bulo 2014).

Summer M. Berman (2000) stated that 37 percent of Americans between the ages of fifteen and twenty-four, many of whom are college students, have a diagnosable mental illness. The fact that the age of onset for many major illnesses is the years from eighteen to twenty-four, the range in which most traditional-age students fall, further complicates the matter. Higher education must realize that a large percentage of college students are, or will be, affected by mental illness. These disorders range from mild and short-lived to chronic and severe, including such illnesses as depression, anxiety, schizophrenia, and bipolar disorder, and appear at varying rates on campuses. (p. 92)

When a child or adolescent is experiencing difficulties coping with stress, he or she is likely to show changes in mood, behavior, and/or physical appearance. Physical changes include muscle tension, headache, stomachache, trouble sleeping, trouble eating, and lack of energy. Emotional changes include nervousness, anxiety, loss of enthusiasm about things he or she used to enjoy, anger or hostility towards peers, shyness or withdrawal, and feelings of helplessness and hopelessness. Behavioral changes include poor eating habits and excessive weight gain/loss over a short period of time. (Terzian, et al., 2010)

Arun, et al. (2009), stated on students with academic problems and unsupportive environment at home perceived life as a burden and had higher rates of suicidal ideations. India has one of the

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world's highest rates of suicides among people aged between 15 years and 29 years. Each year, between 30 and 40 people per 100,000 Indians aged between 15 and 29 kill themselves. This accounts for about a third of all suicides in the country. Bangalore: Growing up is fraught with suicidal tendencies. A Nimhans, Bangalore study under way has found that 11% of college students and 7%-8% of high school students have attempted suicide. In the survey, 1,500 school and college students were studied on suicide prevention (Rao 2014).

The young people in the age group of 10-24 yr. in India constitutes one of the precious resources of India characterized by growth and development and is a phase of vulnerability often influenced by several intrinsic and extrinsic factors that affect their health and safety. Nearly 10-30 per cent of young people suffer from health impacting behaviors and conditions that need urgent attention of policy makers and public health professionals. (Singh & Gururaj 2014).

The student life is getting complex day by day. Guidance and counseling is needed to help the students for optimum achievement and adequate adjustment in the assorted life situations. Counseling Services provides individual and group counseling to students experiencing difficulty in adjusting to university life. Consultation with a counselor is an opportunity for the student to describe personal concerns and what he or she hopes to gain from counseling. Counseling may be conducted either individually or in a group with other students expressing similar concerns. (Roy 2011).

Counseling generally refers to a service where a person provides advice or guidance to another person or group. Spiritual Counseling refers to such a service when the advice or guidance provided is based on spiritual principles. This does not have to be associated with a major or organized religion. The focus could simply involve connecting the benefits of spirituality with the improvements that a person wants to see in her life. Many Americans are becoming interested in the role of spirituality in their health and health care. This may be because of dissatisfaction with the impersonal nature of our current medical system, and the realization that medical science does not have answers to every question about health and wellness.

Koslowski (2012), examined the relationship between spirituality and secondary traumatic stress with counseling professionals in a Midwestern metropolitan area & he found the relationship of spirituality and STS could be beneficial as a possible prevention tool and means for the general health and well-being of counselors, therapists and the like

According to a Cooperative Institutional Research Program survey administered nationally by the Higher Education Research Institute, Fresher students' self-ratings of their emotional health dropped to record-low levels in 2010. Only 51.9% of students reported their emotional health was in the "highest 10%" or "above average," a drop of 3.4 percentage points in 2009 and a considerable decrease from the 63.6% who placed themselves in those categories in 1985 (Driscoll 2011).

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Spirituality is fundamental to understanding the ways in which a person finds purpose in life. Spirituality can play a useful role in helping the body heal from physical injuries or emotional trauma. The feelings of optimism, coping and support that spirituality promotes help reduce feelings of stress and encourage healthy behavior. This can influence the immune, cardiovascular (heart and blood vessels), hormonal and nervous systems. Spirituality has proven particularly effective in overcoming addiction, allowing the addict to have something to focus their feelings on and get support from. Simpson 2005 & Graham et al. (2001), Stated that an increasing number of studies indicate that those who are more spiritual experience a greater sense of well-being and life satisfaction, coping better and are less likely to commit suicide.

The role of present study was to examine and management of stress in young generation through spiritual counseling. The research might help students to cope up with difficult circumstances in their life.

RESEARCH METHODOLOGY:

VARIABLES:

Dependent Variable: Stress.

Independent Variable: Spiritual Counseling.

Spiritual counseling will used with reference of “Amritvani” audio of Acharya Pt. Shriram Sharma.

OBJECTIVE:

- Is still today spiritual counseling can manage or cope stress effectively?
- Is spiritual counseling is effective for college student?

HYPOTHESIS: (Directional Hypothesis)

“Spiritual counseling reduces the stress level of college students.”

RESEARCH DESIGN:

Two group pre-post designs were used.

SAMPLE & SAMPLING:

The selection of sample is based on used of Incidental sampling techniques.

Total sample consisted of 50 subjects equally divided into experimental & control group.

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DATA COLLECTION:

The entire subject college students they selected from colleges of Chhattisgarh with the help of incidental sampling method.

INCLUSIVE & EXCLUSION CRITERIA:

Few points are being mentioned below which are need to be considered as inclusion/ exclusion criteria:

- i. Only those subjects were included as a sample whose age limit falls between 18-22 yrs., and students had enrolled in first year in college or undergraduate.
- ii. Those students who didn't know anything about Pt. Shri Ram Sharma Acharya, who is founder of Shantikunj (An Ashram) in Hardwar, were included.
- iii. Additionally, respondents were excluded from analysis if they indicated that they were using medication for mental health concerns and if there is any counseling are taken for mental health problems.

TOOL:

In the present study the “Perceived Stress Scale” constructed and standardized by Cohen et al. was selected to measure the level of stress among college students because it is the most widely used (B.H.U., D.U. & Punjab University, India) in psychological mechanism for assessing perceptual stress and measure the degree of stress to which circumstances in one's life are judged.

Intervention protocol:

As the therapeutic intervention, spiritual counseling was provided to the subjects of experimental group. Before giving the therapeutic intervention, group interaction was done with all and their problems was diagnosed. According to their problem concerned, related “Amritwani” was selected & subjects were instructed for listening and understanding the spiritual thought of “Amritwani”. After that their queries & issues were discussed & solution of their problem was given based on reference of “Amritwani”. This intervention was given for 45 days (working days) for 30-40 minutes in one setting of each day and on every 5th day feedback was taken & on the basis of feedback next “Amritwani” was selected and repeated therapeutically intervention again and again as a spiritual counseling. Before playing the audio cassette some instruction was given to the subjects who are as follows:

- Sit in relax posture.
- Close your eyes and mentally wakeful.
- Concentrate on your breathing.
- Listen carefully this audio that is being played and contemplate on it.

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- Now open your eyes slowly and think deeply (being silent) on thoughts heard for two minutes.
- If it gives a solution of your problem then try to apply in your life.

PROCEDURE:

First of all, sample was selected from different colleges of Chhattisgarh state through incidental sampling. 50 students were selected as sample and divided into experimental group (n=25) and control group (n=25). Selected sample may be male or female. Then, the dependent variable (stress) was measured by applying Perceived Stress Scale on the selected subjects, and thereafter therapeutic interventions were exposed for 45 days only for Experimental Group. No intervention was provided to control group. After such intervention Dependent variable was measured at the end and post test score was analyzed.

STATISTICAL TECHNIQUES:

The raw data was obtained by using respective manual and analyze it by t-test.

RESULT:

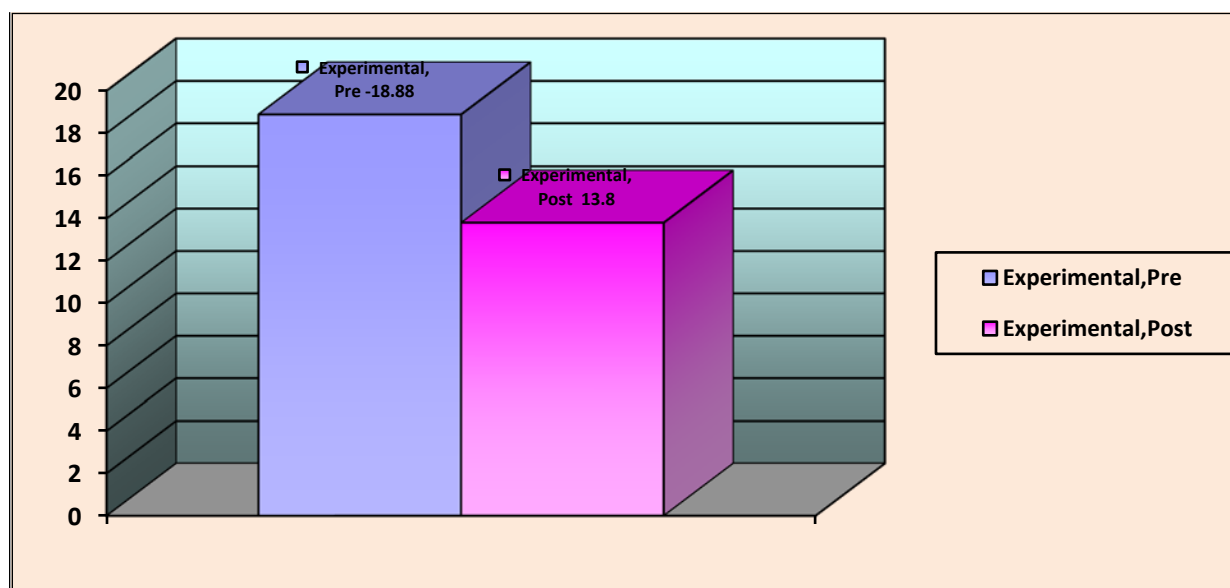
Table 01, Summary of Statistical Analysis

Group	Test	N	Mean	SD	SE _D	r	df	t-value	P
Exp. group	Pre	25	18.88	4.885	0.5508	0.8408	24	9.076	P< 0.01
	Post	25	13.80	4.877					
Control group	Pre	25	18.12	4.411	0.7142	0.7137	24	0.119	P>0.05
	Post	25	18.20	4.9396					

The Directional hypothesis was undertaken in order to analyze that, Spiritual counseling reduces the stress level of college students. Testing of hypothesis Table-1 indicate Hypothesis has been accepted with df=24 and P< 0.01.

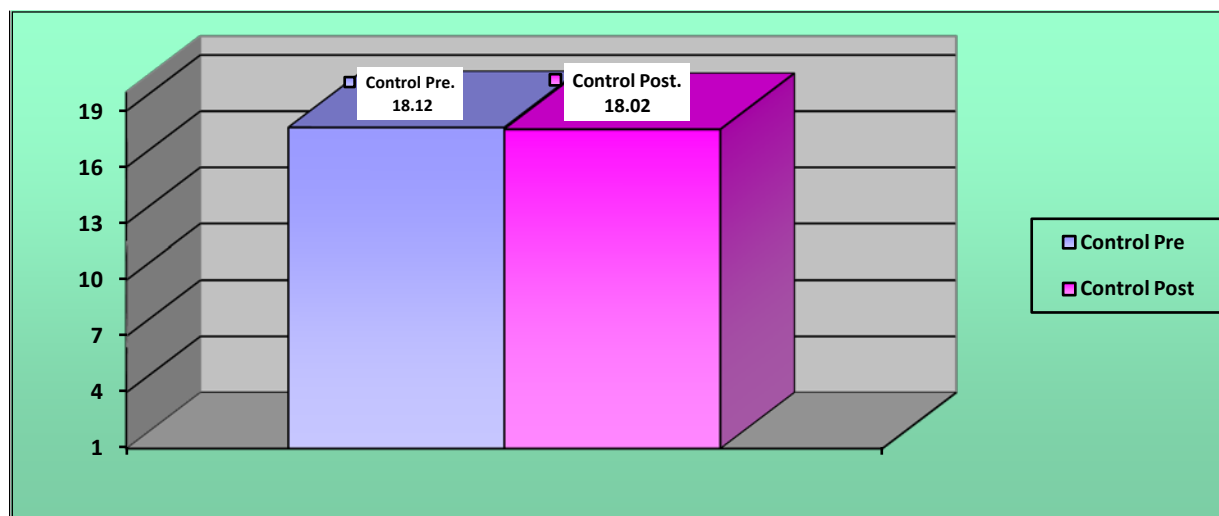
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Plot-1, Mean score of Pre-Post data of Experimental Group



The mean and standard error of mean ($M \pm SD$) of stress level for college students of the experimental group before and after the spiritual counseling were consecutively found (Plot-1) to be 18.88 ± 4.885 and 13.8 ± 4.877 . The correlation (r) is .84 and standard error of deviation (SE_D) is .55 and obtained t -value is 9.076 which are statistically significant at 0.01 significance level of confidence. On the basis of obtained result it can be concluded that spiritual counseling significantly reduces the level of stress in experimental group.

Plot-2 Mean score of Pre-Post data of Control Group



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The mean and standard error of mean ($M \pm SD$) of pre-test and post-test on level of stress of the control group were consecutively found to be 18.12 ± 4.411 and 18.2 ± 4.939 . The correlation (r) is .71 and standard error of deviation (SE_D) is .714 and obtained t-value is .119 which is statistically not significant even at $P > 0.05$ significance level of confidence in control group.

DISCUSSION:

Result indicates that intervention program in experimental group shows significant effect on stress, but there is no effect in stress level on control group college student.

The exploration of the relationship between spiritual counseling and Stress of the Fresher student of college were examined. In other research conducted by Koslowski (2012), examined the relationship between spirituality and secondary traumatic stress with counseling professionals & there is a possible correlation between levels of spirituality and secondary traumatic stress symptoms. Furthermore, the results of the study also imply that spirituality may very well be a protective factor and a means of self-care for those at risk of developing secondary traumatic stress symptoms. Religion and spirituality are traditional means of coping, as they promote an internal locus of control in stressful situations. The religious and spiritual activities help to reframe stressful events in a way that motivates the individual intrinsically to deal with life stressors. Hefti (2011), described that spirituality increases personal empowerment in the face of stressors with the sense of being secured by God. Yonker, et al. (2012), studied that examine the association between spirituality and religiosity and psychological outcomes in adolescents and emerging adults. Results show that spirituality and religiosity has a positive effect on psychological outcomes in adolescents and emerging adults. Graham, et al. (2001), reported on a survey conducted by the American Counseling Association that indicates counselors view spirituality as an important component of mental health. These authors conducted additional research that examined the relationship between religion and spirituality in coping with stress and found a positive correlation between spiritual health and immunity to stressful situations.

At present time many researcher & psychologists accepted spirituality as a tool for mental health & psychological well-being. The use of spiritual talk directly not found as a spiritual counseling yet, there has some event in ancient time taken for research which has been quoted by few researchers such as Reddy (2012), *psychotherapy – Insights from Bhagvad Gita*, used the term “counselor” for Sri Krishna & explained that the guilt, negative thoughts, anxiety, depression of “Arjuna” is being removed by the counseling by Sri Krishna. In the same manner, another research of Bhattathiry (2015), also explains the Krishna as counselor. It means that a thousands of year ago the “lord Krishna” was a spiritual counselor, who had given a spiritual talk to “Arjuna” for his better insight, as a counseling in the form of Bhagvad Geeta.

Hindu psychologists show us how some of the disturbed emotions can be transformed by cultivating opposite tendencies. Patanjali declares that positive, constructive thoughts and emotions should be cultivated in order to obstruct and remove the disturbing mental states. In

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America, a few psychotherapists have started giving thought training and relaxation exercises. Patanjali and Tantrika schools were fully aware of the necessity of psychophysical practices for physical health and religious growth. Akhilananda (2005), in this way spirituality was most important phenomena in ancient India. At present time stress & adjustment are the common problems in the progress of student life. So spiritual counseling can highly support in their academic and personal problem.

As the results of this study the relationship of spiritual counseling and stress could be beneficial as a possible prevention tool and means for the general health and well-being of students and other people. It might be help in cope up with difficult circumstances and daily life.

CONCLUSION:

In this study result shows that effectiveness of spiritual counseling significantly reduce the level of stress of college students. Religiousness and spirituality were highly correlated, although personal characteristics, institutional variables, and college experiences were also associated with these constructs. Bryant, et al. (2003) the findings of the study suggest that schools, college and parents need to be aware in the promotion of a healthy life style and a bright future of their students through spiritual counseling. It is hoped that this study will further help to open experimental research on spiritual counseling.

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Internet Addiction and its relationship with Emotional Intelligence and Perceived Stress experienced by Young Adults

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ABSTRACT

The aim of this research was to assess Internet addiction and its relationship with Emotional Intelligence and Perceived stress among Young Adults in Bangalore. The study was conducted on a sample of 30 students from various universities across the city of Bangalore. Three scales were used for the purpose of the study, namely the Internet Addiction Test, the Emotional Intelligence Scale and the Perceived Stress Scale. Pearson Product Moment Correlation was employed to study the correlation between Internet Addiction and emotional intelligence and between Internet addiction and perceived stress. The results of the study indicated that there is no significant correlation between Internet addiction and emotional intelligence and there is no significant correlation between Internet addiction and perceived stress.

Keywords: *Internet Addiction, Emotional Intelligence, Perceived Stress*

Internet has been defined as a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols. The Internet has become one of the most popular media and adolescents worldwide utilize it. It is a global network connecting millions of computers. The rapid increase in Internet use in recent years has resulted in both benefits and disadvantages. A number of studies have been done which investigate the negative use of the Internet. While many believed the term addiction should be applied only to cases involving the ingestion of a drug (Rachlin, 1990; Walker, 1989), defining addiction has moved beyond this to include a number of behaviors such as compulsive gambling (Griffiths, 1990), video game playing (Keepers, 1990), overeating (Lesuire & Bloome, 1993), exercise (Morgan, 1979), love relationships (Peele and Brody, 1975) and television viewing (Winn, 1983). As a result of these studies, the term 'Internet Addiction' has emerged.

Internet addiction is characterized by excessive or poorly controlled preoccupations, urges or behaviors regarding Internet use that lead to impairment and distress. It was not until the early 1990s that reports began to appear in the medical and psychological literature for what Griffiths called a 'technology addiction', described as a 'non-chemical addiction involving human-machine interaction'. The earliest reports on Internet addiction date back to the 1970s when scientists and academics began to express their concern with the overuse of computers. The concept of Internet addiction was first introduced by Young

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(1996). According to Young et al., Internet addiction is a broad term covering a wide variety of behaviors and impulse control behaviors. The five subtypes of Internet addiction are cyber sexual addiction, cyber-relational addiction, net compulsions, information overload and computer addiction. As the definition of Internet addiction is still under debate, there is currently no listing for the disorder in the Diagnostic and Statistical Manual of Mental Disorders-Fourth Edition (DSM-IV; American Psychiatric Association, 1995).

Some investigators have linked Internet addiction to addictive disorders, Obsessive-Compulsive Disorder (OCD) and Impulse Control Disorders (ICD). Internet addiction is best considered a disorder of impulse control because it is characterized by the failure to resist one's impulses to engage in a particular behavior despite serious personal consequences, and are considered pleasurable and are seldom resisted. Studies suggest that individuals addicted to the Internet meet the criteria for Axis-I and Axis-II disorders; mood, anxiety, substance use and ICDs. Until the Internet addiction achieves recognition as a disorder, it would be best to classify it under Axis- I 'Impulse Control Disorder not otherwise specified'. Various scales have been developed to assess Internet addiction. One of the most reliable and valid being the Internet Addiction Test created by Young.

No particular theory explains the cause of Internet addiction. The a etiology is multifactorial. However, stress has been laid on Cognitive-Behavioral theory and Social Skills deficit theory to explain the cause of Internet addiction. Cognitive behavioral therapy (CBT) is a psychotherapeutic approach that addresses dysfunctional emotions, behaviors, and cognitions through a goal-oriented, systematic process. The cognitive behavioral theory can explain the onset and maintenance of pathological Internet use. The Social Skills Deficit theory holds the assumption that lonely and depressed individuals hold negative views of their social competence. It also assumes that computer-mediated communication interactions give people a greater flexibility in self-presentation than face-to-face communication, and one may omit or edit information they feel is negative or harmful.

Individuals addicted to the Internet may use the Internet for extended periods, isolating themselves from other social contact, and focus almost entirely on the Internet rather than broader life events. Adolescents with Internet addiction usually suffer from problems with their daily routines, school performance, family relationships and mood. The most characteristic symptom of Internet addiction is excessive 'non-essential' time spent online. This term refers to time not related to work or academic pursuits. Internet addiction has also been associated with emotional intelligence.

Emotional Intelligence involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions (Salovey and Mayer, 1990). The study and measurement of emotional intelligence has its roots in the works of such psychometric pioneers such as Binet, Thorndike and Wechsler among others (Fancher, 1985). Daniel Goleman (1995) identified the five 'domains' of EQ as: knowing your emotions, managing your own emotions, motivating yourself, recognizing and understanding other people's emotions and managing relationships, i.e., managing the emotions of others. Various tests have been created to measure emotional intelligence. Of them Mayor-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and the Emotional Intelligence Scale (EIS) are the most valid and reliable. Studies have showed the correlation of emotional intelligence and addictions. Healthy emotional development has been recognized as essential to an

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individual's psychological and physical well-being. In this study an attempt is made to study the effect of Internet addiction on emotional Intelligence.

Studies show that individuals addicted to the Internet experience high levels of stress and anxiety. Thus it is obvious that stress and Internet addiction are correlated. Stress has various definitions. Psychologically, it can be defined as a state of bodily or mental tension resulting from factors that tend to alter an existent equilibrium. It is a psychological and physical response of the body that occurs whenever we must adapt to changing conditions, whether those conditions be real or perceived, positive or negative. Walter Cannon, first described the effects of stress by terming it as fight or flight response. Various other theories have formulated on stress. Some of them being the general adaptation syndrome by Hans Selye, hardiness theory by Kobasa and colleagues and the social support theory. Stress has been positively correlated to Internet addiction as found by many studies. The Perceived Stress Scale (PSS) is the most widely used psychological instrument for measuring the perception of stress.

This study tries to study Internet addiction and its effect on emotional intelligence and the stress experienced by young adults of age between 17-22 years.

REVIEW OF LITERATURE

Internet addiction is a disorder that occurs worldwide, but mainly in countries where computer access and technology are widespread. The condition has attracted increasing attention in the field of Psychology and among researchers. Internet addiction is characterized by excessive or poorly controlled preoccupations, urges or behaviors regarding computer use and Internet access that lead to impairment and distress. Several things seem to be correlated with Internet addiction. Some of them are depression, anxiety, emotional intelligence, stress and loneliness. The current study focuses on Internet addiction and its affect on emotional intelligence and stress experienced by young adults. The study hypothesizes that 1) there is a correlation between Internet addiction and emotional intelligence 2) there is a correlation between Internet addiction and the stress experienced due to it by young adults (17-22years). The following five literature reviews attempt to demonstrate and support the hypothesis.

In a research article by Martha Shaw and Donald W. Black (2008) an attempt was made to define Internet addiction, ways to assess Internet addiction, its epidemiology and clinical management. Currently, there is no listing for the disorder in DSM-IV-TR. As the appropriate classification of Internet addiction has been debated, this article proved to be a stepping-stone for further research and gave a clear picture of the disorder. According to the article, some researchers have linked Internet addiction to addictive disorders, grouping it alongside alcohol and drug use disorders. Internet addiction has also been linked to Obsessive Compulsion Disorder (OCD) and Impulse Control Disorder (ICD). Young et al., described five behaviors under Internet addiction: cyber sexual addiction, cyber-relational addiction, net compulsions, information overload and computer addiction. The article also focused on the assessment on Internet Addiction. Findings suggested that the psychiatric history of the patient was to be explored because many individuals with Internet addiction meet the criteria for co-morbid psychiatric disorders such as major depression, ICD or anxiety disorder. Several screening instruments have been developed to assess Internet addiction although none as emerged as a standard one. Brenner developed the Internet Addictive Behavior Inventory (IRABI) and Young created the Internet Addiction Test (IAT). The IAT appears to be valid and reliable. The article also looks at the epidemiology of the disorder. Findings suggest that the disorder has

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an age of onset in the late 20s or early 30s (Black et al., Shapira et al.) while men and women did not differ in the amount of time spent online or problems experienced, older users reported fewer problems than younger ones. The article also throws light on the aetiology of the disorder. The cause of Internet addiction is unknown. However, according to Davis, the cognitive behavioral therapy can explain the onset and maintenance of pathological Internet use. Caplan explains the disorder using the Social Skills Deficit Theory. Neurobiological theories have also helped in explaining the disorder. Important gaps remain in the understanding of this disorder. Firstly, in the assessment of Internet addiction, there are various scales that measure the extent of Internet addiction but their reliability and validity have not been clearly determined. Secondly, the exact onset of the disorder needs to be tracked. Further research in this area can tackle these issues.

In his studies, Greenfield found that online addicts feel a sense of displacement when online, and are unable to manage central aspects of their lives due to their growing preoccupation with online use. They start to miss important deadlines at work, spend less time with their family, and slowly withdraw from their normal routines. They neglect social connections with their friends, coworkers, and with their communities, and ultimately, their lives become unmanageable because of the Internet. As the addiction grows, they become consumed with their Internet activities, preferring online games, chatting with online friends, or gambling over the Internet, gradually ignoring family and friends in exchange for solitary time in front of the computer. Subsequently, in a study conducted by the Stanford Institute for the Quantitative Study of Society, researchers found that use of the Internet could lead to loneliness and a decline in social engagement. While controversial, the researchers concluded that “the more hours people use the Internet, the less time they spend in contact with real human beings.” In a two-year longitudinal study, Kraut and his colleagues randomly selected families who were given computers and instruction on Internet use, and after a two-year follow-up, higher levels of depression and loneliness were reported by respondents who used the Internet as little as a few hours a week. In fact, the study reported that greater use of the Internet led to shrinking social support and happiness, and increase in depression and loneliness. In studies specific to addictive use of the Internet, Young found that social isolation was directly associated with compulsive Internet use in nearly 56% of 396 cases of online addicts she surveyed.

To date, only few neuroimaging studies had been performed to investigate brain structural and functional changes associated with Internet addiction disorder. In an article by Fuchun Lin, Lindi Qin and Yuan Chi, it was found that Internet addiction disorder subjects had multiple structural changes in the brain, and such changes correlated significantly with the duration of Internet addiction. Seventeen IAD subjects and sixteen healthy controls without IAD participated in this study. Whole brain voxel-wise analysis of fractional anisotropy (FA) was performed by tract-based spatial statistics (TBSS) to localize abnormal white matter regions between groups. A voxel-based morphometry (VBM) study reported decreased gray matter density in the left anterior cingulate cortex, posterior cingulate cortex, insula and lingual gyrus of Internet addiction disorder adolescents. Dong et al. reported that IAD students had lower activation in the conflict detection stage, and showed less efficiency in information processing and lower impulse control than normal controls by recording event-related brain potentials during a Go/No-Go task. Additionally, a positron emission tomography (PET) study found that Internet game overuse shares psychological and neural mechanisms with other types of impulse control disorders and substance/non-substance-related addiction. Taken together, these findings indicate that IAD subjects are associated with structural and

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functional changes in brain regions involving in emotional processing, executive attention, decision making and cognitive control.

Studies have showed the correlation between emotional intelligence and Internet addiction. Various researches verify the relationship between EI and addictive disorders. Internet addiction, which has also been considered as one of the addictive disorders, correlates with EI. In an article by Bernadette Kun and Zsolt Demetrovics, the correlation between EI and addictions has been explored. Addicts were more vulnerable to emotion regulation problems than others. OCD shows a high correlation not only with the use of psychoactive substances (Regier et al., 1990) but with behavioral addictions also (Frost, Krause & Steketee, 1996; Grant, Mancebo, Pinto, Eisen, & Rasmussen, 2006; Holderness, Brooks-Gunn, & Warren, 1994). Internet addiction is a type of behavior addiction. A very important empirical finding attempted to explore the relationship between addiction and Alexithymia. Characteristics of alexithymia are: 1) difficulty identifying feelings and distinguishing between emotions and corresponding bodily sensations 2) difficulty in describing feelings to others 3) constricted imaginal life and fantasies 4) externally oriented cognitive style (Nemiah, Freyberger, & Sifneos, 1976). The article used the Cochrane Collaboration and proposals of Stroup and colleagues (2000) in reporting and designing the study. Various databases like PsycINFO, MEDLINE, PubMed, Web of Science and EBSCO were used for the review of literature for this article. The article published various relationships between EI and addiction problems between 1990 and May 2009. One of the findings was that of Internet addiction. Engelberg and Sjöberg conducted the study, 2004 in Sweden. The study was conducted on 41 university students and Internet addiction was assessed using the MSCEIT. A correlation was seen between the two variables. According to the article, people scoring higher on the Internet Addiction Scale (Young, 1998) performed worse in emotion-decoding tasks. Similar results appeared in a study by Parker et al., 2008. The Internet Addiction Scale (Young, 1998) negatively correlated with the Emotional Quotient Inventory Youth Version (EQ-i YV) (Bar-on & Parker, 2000). Results showed that 'stress management' and 'adaptability' were particularly important EI components for those addicted to the Internet. Thus, this article opens the door to study the effect of Internet addiction on EI, one of the objectives of the current study.

Studies have showed the relation between EI and Internet addiction. In one another article, by Vesile Oktan (2011) the predictive relationship between emotion management skills and Internet addiction. Emotion management skills are an important part of EI. Emotion management skills involve verbal and spontaneous expression of emotions, the ability to manage emotions and control negative physical reactions, coping and anger management (Cecen, 2006). Researchers believe that the development of Internet addiction is associated with ability to control emotions and emotional reactions. In the present article, criteria used in defining Internet addiction are related to emotional control. They include failing to control, decrease or stop Internet use, needing to increasingly use the Internet and staying logged on longer than planned (Young, 1998). The sample of the present study comprised a total of 345 students (185 females, 160 males), approximately 19 years of age, falling in the range of 17-22 years. Simple random sampling was done. The instrument used for the study was the Emotion Management Skills Inventory (EMSI, Cecen, 2006). The inventory consists of 28 items and is a 5-point Likert type self-evaluation instrument that is used to measure emotion management skills. The Problematic Internet Usage Scale (PIUS, Ceyhan, & Gurcan, 2007) was another instrument used for the study. The scale consists of 28 items and is used to identify the levels of positive and negative use of the Internet. Multilinear regression analysis was used to derive the results. It was seen that emotion management skills were meaningfully related to average and above average levels of Internet addiction.

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Subscales like verbal expression of emotions, controlling negative physical reactions, coping and anger management did not seem to be meaningful predictors of Internet addiction. The article states Young (1998) who says, emotions are 1 of 4 factors that trigger overuse of the Internet. This article clearly underlines the relationship between Internet addiction and EI. However, it does not speak whether the effect is unidirectional or bidirectional. That is it does not say whether Internet addiction leads to low EI or whether EI leads to Internet addiction or if the two have an equal influence on the other.

The relationship between EI and Internet addiction has been studied. Perhaps, there is also a relationship between Internet addiction and the stress experienced due to it. An article by Ahmet Akin and Murat Iskender (2011) examines the relationship between Internet addiction and anxiety, depression and stress. In this article, stress is operationalized as an emotional state of bodily or mental tension resulting from factors that tend to alter an existent equilibrium. The research was conducted on 300 university students in Turkey (96 males and 204 females), with a mean age of 21.1 years and the range being 17-24 years. The Online Cognition scale (OCS) was used to measure Internet addiction. The scale consists of 36 items on a 7-point Likert scale. It was developed by Davis, Flett and Besser (2002) to assess Internet addiction. The Depression Anxiety Stress Scale (DASS), a 42 item self-report inventory was used to assess depression, anxiety and stress. According to research conducted for the article, Internet addiction has been associated with some social and psychological variables such as, decline in the size of social circle, depression, loneliness (Kraut et al., 1998), lower self esteem and life satisfaction (Ko, Yen, Chen et al., 2005), sensation seeking (Lin & Tsai, 2002), poor mental health (Yang, 2001; Young and Rogers, 1998) and low family functioning (Armstrong and Philips, & Saling, 2000). All of these lead to stress in individuals. The authors of this study report that excessive Internet use can displace valuable time that people spend with family and friends, which leads to smaller social circles and higher levels of loneliness and stress. The findings of the study showed a positive relation to depression, anxiety and stress. The study also showed that Internet addiction enhances anxiety and stress. The more addicted to the Internet an individual is, the more stress or anxiety he/she has. The article increases the understanding of the relationship between Internet addiction and stress levels experienced by individuals due to it.

In yet another article by Elisabeth Engelberg and Lennart Sjöberg (2004), an investigation was done on the extent to which inter-personal skills, personality and EI are related to Internet addiction. The research was conducted on 41 students (20 women and 21 men) who were on an average 21.1 years old, range being 18-28 years. The UCLA Loneliness Scale, Work/Leisure Balance Scale, Internet Addiction Scale, the MSCEIT, Schwartz' value scale and the Big five inventory were used for the purpose of the study. The findings of the study suggested that fascination with socializing on the Internet may increase a sense of loneliness because usage becomes time-consuming and impairs normal functioning within the social and work-related realm leading to stress. The results show a very large difference in loneliness between high and low frequency users of the Internet. High users were lonelier. Results also confirmed the expectation that frequent Internet users would be lower than others on EI. The findings of this article shed some light on the extent to which Internet use is related to social adjustment.

Taken together, the results indicate that Internet addiction, EI and stress are correlated. It can be assumed from the above literature reviews that Internet addiction is a disorder that deserves an inclusion in DSM-V. Also, Internet addiction is negatively related to EI and positively related to stress. However, more studies need to be done in order to have a clear idea about this topic.

METHODOLOGY

Aim

To study Internet addiction and its effect on emotional intelligence and stress experienced among young adults.

Objective

1. To assess the emotional intelligence of individuals who are addicted to the Internet.
2. To assess the stress experienced by individuals due to Internet addiction.

Hypotheses

1. There will be a significant correlation between Internet addiction and emotional intelligence.
2. There will be a significant correlation between individuals addicted to the Internet and the stress experienced by them due to Internet addiction.

Sample Design

Initially, a sample of 100 subjects falling in the age group of 17-22 years will be chosen using convenient sampling from Bangalore, India. The Internet Addiction Test by Young will be administered on them. From the results, those falling under the criteria of Internet addiction will be selected randomly. 30 subjects, identified as addicted to the Internet will form the final sample for the study. Their emotional intelligence and stress levels will be assessed using the Emotional Intelligence Scale (EIS) and Perceived Stress Scale (PSS).

Inclusion Criteria

- The subjects need to fall in the age between 17-22 years.
- The subjects must be able to read, write and understand English.
- The subjects should have been exposed to the Internet in the past 4 weeks.

Exclusion Criteria

- Individuals using the Internet only for work or academic purpose will not be included.

Assessment tools

1. Dr. Kimberly Young's Internet Addiction Test.
2. The Emotional Intelligence Scale (EIS)
3. The Perceived Stress Scale (PSS)

Procedure of administration

The subjects of the present study will be randomly selected by the method of convenient sampling. Initially, the sample size will be 100. The aim and the objective of the study will be explained to them. With their consent, the first test, Young's Internet Addiction Test, will be administered individually on them. After the first test, 30 subjects who have been identified as addicted to the Internet, from the results will form the final sample of the study. Assessment of their emotional intelligence will be done using the Emotional Intelligence Scale (EIS). Their stress levels will be assessed using and the Perceived Stress Scale (PSS). Correlational analysis will be used to obtain the final results of the study.

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Ethical Considerations

- The subjects would be clearly informed about the aim and the objective of the study.
- The consent of the subjects would be taken for the participation in the study.
- Confidentiality of the subject will be maintained at all times.
- The subjects would be advised to give their initials while administering the test so that confidentiality can be maintained.
- The subject would be free to opt out of the study if they find it uncomfortable.

RESULTS AND DISCUSSION

The aim of the study was to assess Internet addiction and its effect on emotional intelligence and perceived stress experienced among young adults. The study was conducted on a sample population of 30 individuals, both male and female, aged between 16-22 years with a mean age of 19.83 years, living in Bangalore. Three scales were used for the purpose of the study, namely, the Emotional Intelligence Scale, the Perceived Stress Scale and the Internet Addiction Test.

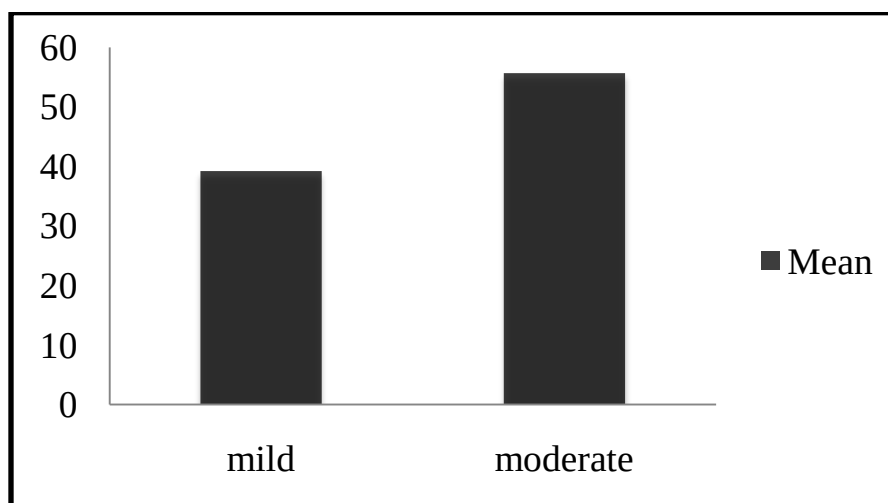
The Internet addiction Test, developed by Young is a 20-item questionnaire with a 5-point likert scale. The results are interpreted on the basis of 4 main categories. The normal range is for scores between 0-30, mild range for scores between 31-49 moderate range for scores between 50-79 and severe range for scores between 80-100. The sample population falls in the mild and moderate range. Scores of the sample population on Internet addiction range from 32-64. There are 20 participants with mild Internet addiction ($M=39.25$, $SD=5.379$). There are 10 participants with moderate Internet addiction ($M=55.7$, $SD=4.715$). There were no participants with severe Internet addiction.

Table 1, The mean scores and standard deviation of the sample population on mild and moderate Internet addiction

	N	Minimum	Maximum	Mean	Std. Deviation
mild	20	32	48	39.25	5.379
moderate	10	50	64	55.70	4.715

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Figure 1. The mean Internet addiction of the sample population on the two categories of Internet addiction, mild and moderate



An adapted version of the Emotional Intelligence scale developed by Anukool Hyde, Sanjyot Pethe and Upindher Dhar was used. The scale consists of 34 items. The results are interpreted based upon 3 categories. Scores of 85 and above are interpreted as high. Those in the range of 52-84 are interpreted as normal and scores of 51 and below are interpreted as low. All the participants of the sample population were found to have a high emotional intelligence scores assessed by the Emotional Intelligence Scale ($M=131.9$, $SD=11.028$).

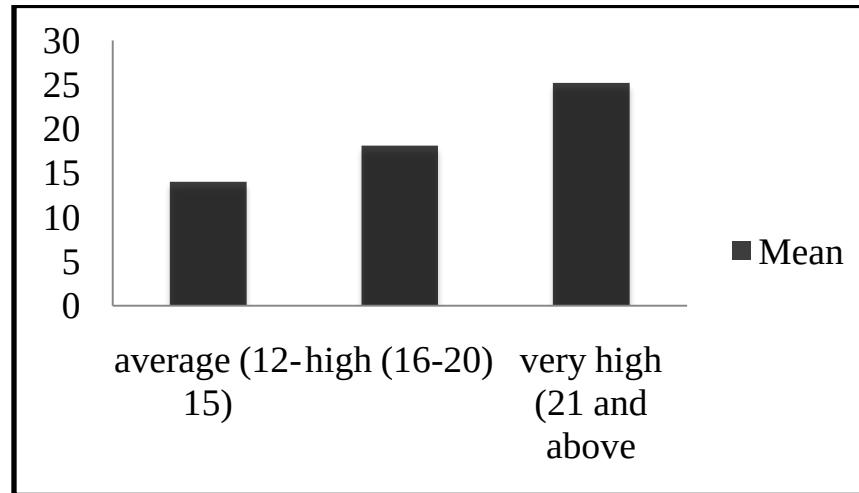
The Perceived Stress Scale is a 10-item questionnaire. The results are interpreted based upon 5 categories. The scores of 0-7 are interpreted to very low, 8-11 low, 12-15 average, 16-20 high and 20 and above very high. The sample population belongs to average, high and very high perceived stress levels. The lowest score of the sample population is 13 and the highest is 35. A sample of five participants have an average level of perceived stress level ($M=14$, $SD=0.707$) A sample of 13 participants belongs to a high level of perceived stress ($M=18.08$, $SD=1.605$). A sample of 12 participants belongs to a very high level of perceived stress ($M=25.17$, $SD=3.904$). None of the participants have a low or very low perceived stress levels.

Table 2 , The mean scores and standard deviation of the sample population on average, high and very high levels of perceived stress

	N	Minimum	Maximum	Mean	Std. Deviation
average	5	13	15	14.00	.707
high	13	16	20	18.08	1.605
very high	12	21	35	25.17	3.904

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Figure 2. The mean perceived stress of the sample population on the 3 different categories of perceived stress, average, high and very high



Karl Pearson Product Moment Correlation, a statistical tool was employed to study the interaction between Internet addiction and emotional intelligence and Internet addiction and perceived stress.

Table 3 The correlation of the 2 dependent variables, emotional intelligence and perceived stress with the independent variable, Internet addiction:

		IA Scores	EI Scores	PSS Scores
IA Scores	Pearson Correlation	1	.133	.203
	Sig. (2-tailed)		.482	.283
	N	30	30	30
EI Scores	Pearson Correlation	.133	1	-.202
	Sig. (2-tailed)	.482		.284
	N	30	30	30
PSS Scores	Pearson Correlation	.203	-.202	1
	Sig. (2-tailed)	.283	.284	
	N	30	30	30

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By referring to the above table, it is seen that for a sample population of 30, the correlation between Internet addiction and emotional intelligence is positive ($r=.133$). This indicates the correlation is not significant at both the levels. The correlation between Internet addiction and perceived stress is positive ($r=.203$). This indicates the correlation is not significant at both the levels. The table also shows the correlation between emotional intelligence and perceived stress. The correlation is a negative ($r=-.202$). This correlation is not significant at both the levels. Inferring from the above results, it is found that the null hypothesis that states 'there will be no significant correlation between Internet addiction and emotional intelligence' and 'there will be no significant correlation between individuals addicted to the Internet and the perceived stress experienced by them due to Internet addiction' has been accepted.

Works related to Internet addiction, emotional intelligence and perceived stress have been reviewed. There are a limited number of articles related to behavioral addictions like Internet addiction, impulsive buying and problem gambling. Internet addiction has grown to become an interesting topic of study in the past one decade. The disorder has not been included in DSM-IV-TR and there is little agreement regarding its definition. Internet addiction is characterized by excessive or poorly controlled preoccupations, urges or behaviors regarding Internet use that lead to impairment and distress. Research has not clearly been able to identify whether the disorder is more prevalent in males or females, however literature suggests a male preponderance (Black D.W. and Shaw M., 1999). Studies done by Black et al. in 1999, and Shapira N., Goldsmith T. and Keck P., in 2000 suggests that there is a possible comorbidity between Internet addiction and other psychiatric disorders, mainly mood disorders. In a research done by Kraut R., Patterson M., and Landmark V. in the year 1998 revealed that an increased use of the Internet had been associated with depression, decrease in social activities and loneliness. Black et al. also suggested the prevalence of personality disorders in individuals addicted to the Internet. In the same study, most of the participants met the criteria for borderline personality, narcissistic and antisocial personality disorder.

In the present study, the participants that were mildly and moderately addicted to the Internet were found to have a high emotional intelligence. However, no significant relationship was found between Internet addiction and emotional intelligence. In the light of these findings, a previous research done by Engel berg E. and Sjoberg L. in the year 2004 suggests that individuals addicted to the Internet have a low emotional intelligence score as assessed by Emotional Quotient Inventory: Youth Version questionnaire. They suggested that frequent users of the Internet tend to lack the emotional competence characteristic of high EI. Their findings revealed two main components of emotional intelligence that play a key role in addictions, namely regulation of emotions, decoding and differentiation of emotions. However, decoding of emotional states was less prominent in cases of behavioral addictions like Internet addiction. Whereas, a weaker ability of emotion regulation was observed in individuals addicted to the Internet. Engel berg E. and Sjoberg L. also made an assumption that in order to conform to the demands of social life and adjust to the social context, an ability to understand emotions as perceived by others is useful. The difference in the findings of the present study and those done previously could be attributed to the fact that the participants of the present study were only mildly and moderately addicted to the Internet as assessed by Young's Internet Addiction Test. There could be a significant correlation between Internet addiction and emotional intelligence for individuals who are severely addicted to the Internet.

The present study also focuses on the relationship between Internet addiction and perceived stress. In the present study, individuals mildly and moderately addicted to the Internet have been found to have

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average, high and very high levels of perceived stress as assessed by the Perceived Stress Scale. This could lead us to believe that the more an individual is addicted to the Internet, the higher stress levels he perceives. However, no significant relationship was found between Internet addiction and perceived stress. Minimal literature is available on the effect of Internet addiction and perceived stress. In a research done by Nie NH. and Erbring L., in the year 2007, it was found that excessive Internet use can displace valuable time that people spend with family and friends, which leads to smaller social circles and higher levels of loneliness and stress. Since the greater use of the internet is associated with some social and psychological maladaptive variables such as, declines in the size of social circle, loneliness (Yang, 2001), lower self-esteem and life satisfaction (Ko, Yen, Chen et al., 2005), sensation seeking (Lin & Tsai, 2002), poor mental health (Yang, 2001; Young & Rogers, 1998), and low family function (Armstrong et al., 2000), Internet addiction may enhance stress. On basis of these findings, there could be a possible correlation between the individuals severely addicted to the Internet and their perceived stress levels.

SUMMARY AND CONCLUSIONS

The present study aimed at examining the relationship of Internet addiction with emotional intelligence and perceived stress as experienced by young adults in Bangalore.

The objective of the study was to assess the emotional intelligence of individuals who are addicted to the Internet and assess the perceived stress experienced by individuals due to Internet addiction.

Two null hypotheses were generated:

1. There will be no significant correlation between Internet addiction and emotional intelligence.
2. There will be no significant correlation between individuals addicted to the Internet and the stress perceived by them due to Internet addiction.

A sample of 30 individuals, ranging between the age of 16-22 years with a mean age of 19.83 years were used for the purpose of the study. The data for the same was collected using three questionnaires; Young's Internet Addiction Test, the Emotional Intelligence Scale and the Perceived Stress Scale.

Correlational analysis was employed to the study the relationship of Internet addiction with emotional intelligence and perceived stress. It was found that there was no significant correlation between Internet addiction and emotional intelligence and between Internet addiction and perceived stress. Thus, the null hypotheses have been accepted.

LIMITATIONS

Important gaps remain in the understanding of the current research topic. The study was based on a small sample. A bigger sample would provide a better picture on the topic. Participants were only mildly and moderately addicted to the Internet. No participants were found with severe Internet addiction. Severe Internet addiction will possibly show a different correlation with emotional intelligence and perceived stress. Also, a control group could be used to compare the effect of emotional intelligence and perceived stress levels of individuals addicted to the Internet to those not addicted to the Internet. The scale used to measure Internet Addiction has not been globally accepted. This is a major drawback of the study.

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IMPLICATIONS

The present study demonstrated that there is no significant correlation between mild and moderate Internet addiction and emotional intelligence as well as perceived stress. The study adds to the existing literature on Internet addiction, emotional intelligence and perceived stress in the Indian context. The findings of the study reveal that Internet addiction, unless severe, does not have negative effects on an individual's lifestyle. The study can provide a foundation of which other researchers may conduct further studies.

SCOPE FOR FURTHER RESEARCH

This research has opened pathways for further research on Internet addiction in the Indian context. A larger sample population from the different metropolitan cities of India can provide a better understanding of the subject and its prevalence in India. Gender differences with regard to Internet addiction can be studied. Further research can also explore the relationship between emotional intelligence and perceived stress.

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An Account of Rise and fall of Transformational Generative

Grammar TGG: A Descriptive Study

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ABSTRACT

Purpose: To account for the rise and fall of transformational generative grammar (TGG).

Method: The researcher followed a descriptive research approach where the presentation of this paper is totally based on previous studies accounting for TGG.

Results: There were many reasons for the rise of TGG including: innovativeness of this approach, its presentation in relation to other fields like mathematics a logic, providing more reasonable answers for controversial issue in regard to language, etc.. On the other hand, there were many reason that have lead to the fall of this approach including: ambiguity resulting from integration with other fields, namely mathematics and logic, rise of sub-schools most importantly generative semantics, frequent modifications of the proposed theory, etc..

Conclusions: In spite of the fact that TGG was able to approach language innovatively but it seemed clearly to link human cognitive abilities to the proposed theory. More focus was based on the sentence level ignoring meaning and text.

Keywords: *Transformational Generative Grammar, Traditional Grammar, Structural Grammar*

It is totally agreed by nearly all linguists and languages' specialists that any language must have a grammar. Yet and most importantly, it is partially agreed and seemly impossible for those linguists to decide what does this grammar consist of or what its component are. As long as the human beings, that is, nearly from the time of Greek and Roman philosophers till now, many types (approaches) of grammar have appeared. Of course, some of these grammars if not many, especially old (ancient) ones, are no more alive. Put it differently, they are only used as data of comparative linguistic studies to present the types of grammars. Otherwise, they are considered for one or more reasons as traditional, useless, incomprehensive, illogical, etc.

Has it been agreeable that any language must have grammar; it is disagreeable what kind of grammar is it? Put it another way, linguists and other specialists who are interested in languages but mainly grammarians have argued on the idea that on what bases they have to describe/study a language, namely its grammar? As far as the researcher is concerned, it is a matter of proving what is adequate or inadequate or which from which is capable of raising a number of the

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questions and providing and proving their answers, yet, is ready to answer others' questions. Such a point, however, is used as a war-tool or war-weapon among proponents of nearly all grammar types. That is to say, it is because some particular studies have proved that such a particular approach is better than another for a number of reasons which will be later the basic principle of a new type of grammar. Certainly, it is not necessary that this new type of grammar or theory will be a total alternative to the previous one, but it becomes more confidential than the other.

Strictly speaking, the question here is why do we have more than one type of grammar? Or descriptively, why do we have traditional grammar, structural, descriptive, prescriptive, functional, functional unification grammar, case grammar, categorial, lexical-functional grammar, Montague, port-Royal, scale and category, systemic grammar, and generative transformational grammar? It seems that an abstract thing is discussed by an abstract thing.

For it is not our concern here to decide why all these types and some other types of grammar have evolved, we can raise another question which is really our concern in this paper. The question is why traditional grammar, for instance, is more capable or adequate than the case grammar, or vice versa? Thus, in this term paper, the researcher will critically present one type of these grammars which is Transformational Generative Grammar (TGG). The raised question here is that why do TGG has risen and at the same time why it is falling? Basically, the researcher will briefly present transformational generative grammar and then how it has risen above other grammars and proved as an adequate approach. Having finished that, the researcher will then move to the opposite point: why transformational generative grammar is falling? As usual, the paper will be concluded stating precisely all nature of transformational generative grammar, its rise and its fall.

BACKGROUND

Principally, proponents of any new grammatical approach or type claim that such previous approach is inadequate and insufficient to interpret/investigate or study the grammar of language. Since the early studies of language, at the level of the world, traditional grammar which was mainly established by Greek and Roman grammarians and philosophers, was the dominant type or may be the only one available at that time. In spite of this, the time has come to change, many linguists particularly those who were likely unsatisfied with following the Greek and Roman traditional methods, have made attempts trying to make clear the faults and disadvantages of the traditional approach. Needless to say, Greek and Latin grammarians have established most of the basic concepts of grammar and their contributions to grammar of language cannot be denied or ignored. Dinneen, in Malmkjær (2006:p.643) states that one of the most virtues or values of traditional grammar is that it was “the most wide-spread, influential, and best understood method of discussing Indo-European languages in the Western world”. On the contrary, for other linguists such as Palmer and Chomsky it is “unintelligible to most people though they may have

some dim recollection of them from their schoolboys”, (ibid). The same is in the case of Chomsky who believes it “based largely on intuitions about grammatical meaning”, (ibid).

As result of these conducted studies and hypotheses which were raised against traditional grammar, it fell and instead other types of grammar have risen and became the concern or the subjects of study mainly from the end of the 18th century and onward. Among these grammars and which was greatly influenced by the Greek and Latin grammars is an approach called prescriptive grammar. Proponents of this approach believe that “it is one thing to adopt the grammatical labels (e.g. ‘noun, ‘verb’) to categorize words in English sentences; it is quite another thing to go on to claim the structure of English should be like the structure of sentences in Latin”. They thought that language rules should be determined and identified so that any one must follow them to learn and acquire any particular language. Claiming that such an approach can be useful for some languages but not for English and some other languages, a number of the linguists have established what is known now as descriptive grammar. They believe that the grammar of language should be described but not identified. They opposed the idea that people must be obliged to follow rules of grammar, instead they argue in favor of that what people say is what should be taught and taken as the grammar of language.

Having briefly mentioned some points about some types of grammar and how it happens for an approach to rise and fall, now we move to our main topic here which is presenting or introducing TGG. Who established it? When it has started? How is it defined by other linguists and specialists? What does it say about language and its grammar? All these questions will be briefly answered in this section.

Primarily, it is called Transformational Grammar (TG) and more “fully” as Transformational Generative Grammar (TGG), (Trask, 1992: p. 282). Basically, two words or more accurately terms of this name which are ‘transformational’ and ‘generative’ are quoted from mathematical theories to refer to some linguistic principles applied to grammar. Crystal (1997:p.166) states that ‘generative’ is “a term derived from mathematics, and introduced by Noam Chomsky, in his *Syntactic Structures* (1957), to refer to the capacity of a GRAMMAR to define ... the set of grammatical SENTENCES in a language”. Such a thing is also proved by (Wales, 2001: p. 174) who states that “the term generative was first introduced by Chomsky (1957) to describe a specific group of GRAMMARS which explicitly aim by a set of finite rules to describe and produce (generate) all and only the Grammatical Sentences of a language”. Chomsky who is considered the father of this approach has chosen such terms because he was previously a student of mathematics.

Trask (ibid: p.282) defines TGG as “a theory of grammar conceived by Noam Chomsky in the 1950s and elaborated by Chomsky and others during the succeeding decades”. He continues, TGG is “a grammar for a particular language which at least enumerates and usually also characterizes (assigns structures to) all and only the well-formed sentences of that language”,

(ibid: p.117). Trask believes that “such a grammar differs from other approaches to grammatical description in that it is fully explicit, leaving nothing to be filled in by a human reader”, (ibid: p. 117).

In the same way, Ambrose (1978:p. 50) defines TGG as “a grammar able to describe a language and establish rules which account for the potential utterances of that particular language”.

Crystal (ibid: p. 166) declares that technically “a generative grammar is a set of FORMAL RULES which PROJECTS a finite set of sentences upon the potentiality infinite set of sentences that constitute the language as a whole, and it does this in an explicit manner, ASSIGNING to each a set of STRUCTURAL DESCRIPTIONS”. Unlike the above mentioned definitions Byram (2004: p. 232-3) attempts to present historically the notion of TGG rather than the approach itself, he even mentioned it as ‘generative principle’ rather than generative grammar. He states “the generative principle refers to the human ability to generate an infinite number of sentences from a finite grammatical COMPETENCE”. He clarifies this pointing that “it” he means this human ability “... reflects the crucial feature of human language sometimes called compositionality, meanings are built out of parts and from the way they are combined”. He mentions Palmer and Humboldt as originators of this principle before Chomsky. Needless to say, it is not necessary that Chomsky was the first introducing this term but it is a truth that cannot be denied that he (CHOMSKY) is the one who has brought this theory to life.

Again, Richards (1992: p.386-7,154-5) but in a fuller and more comprehensive way attempts to bring to us all different names of this type of grammar. He declares clearly whether we say transformational grammar, transformational generative grammar, generative transformational grammar, generative grammar or generative transformational theory—all are referring to the same approach. He defines such an approach or theory; however, by that “a theory of grammar which was proposed by the American linguist Chomsky in 1957...has been developed by him and many other linguists” which by, he, means Chomsky “...attempted to provide a model for the description of all languages”, (ibid: p.387).

In general statements, Johnson (1998: pp. 138-140) makes an attempt to generally define or identify what and which types of grammar can be mentioned as generative and on other hand what and which cannot be mentioned as generative grammar. He starts by mentioning that “the term generative means that the grammar is formal and explicit; when we speak of the linguist’s grammar as a generative grammar we mean only that is sufficiently explicit to determine how sentences of the language are in fact characterized by the grammar”. He goes on “this approach, pioneered by Chomsky in 1957, made the form of the rules explicit so that nothing needed to be read into them”, (Johnson, ibid: p.138). Furthermore, Johnson suggests and of course from the point of view of Chomsky’s ideas “in principle there is no way of doing generative grammar; any grammar is generative if its form of statement is sufficiently explicit”, (ibid: p. 139). Like Johnson(ibid) is Wales (ibid) who believes that TGG is the one which is

“variously known as transformational grammar, transformational generative grammar and GENERATIVE GRAMMAR, this influential grammatical theory and model is particularly associated with the work of Chomsky from the late 1950s and 1960s onwards”, (Wales, *ibid*: p. 395).

Unlike the above mentioned definitions is Trask’s one (2007: pp 101-3, 319-21) who introduces TGG in terms of its features and principles. Needless to say, such an author has been mentioned above and he defines TGG in a way which is similar to other mentioned authors, but here it is partially different. He maintains “the notion of generative grammar was introduced by Noam Chomsky in 1950”, such a type of grammar he mentions as “mechanical and mindless” and “a successful generative grammar must have the property of recursion: a single rule must be allowed to apply over and over in the construction of a single sentence”. He continues (*ibid*: p. 102), “a key characteristic of any generative grammar is its power, the larger the number of different kinds of grammatical phenomena the grammar can handle successfully, the more powerful is the grammar”. Trask believes that Chomsky’s TGG is not the only one for there are other generative types but and according to Trask Chomsky is the one who initiated such an idea. He declares (2007: p. 319), “transformational grammar is a type of generative grammar” introduced by Noam Chomsky, but now “there are very many different types of generative grammar which can be conceived of”. He then returns to say “most types of generative grammar in which anybody has ever been interested can be usefully viewed as working like this: starting with nothing, the rules of grammar build up the structure of a sentence piece by piece, adding some thing at each step, until the sentence structure is complete”. He concludes (*ibid*: p. 320) “TGG thus is a theory of grammar which holds that a sentence typically has more than one level of structure” and it “has developed through a number of versions each succeeding the other”. Add to what have been mentioned above, Malmkjær’s definition (2006: p. 218) who maintains:

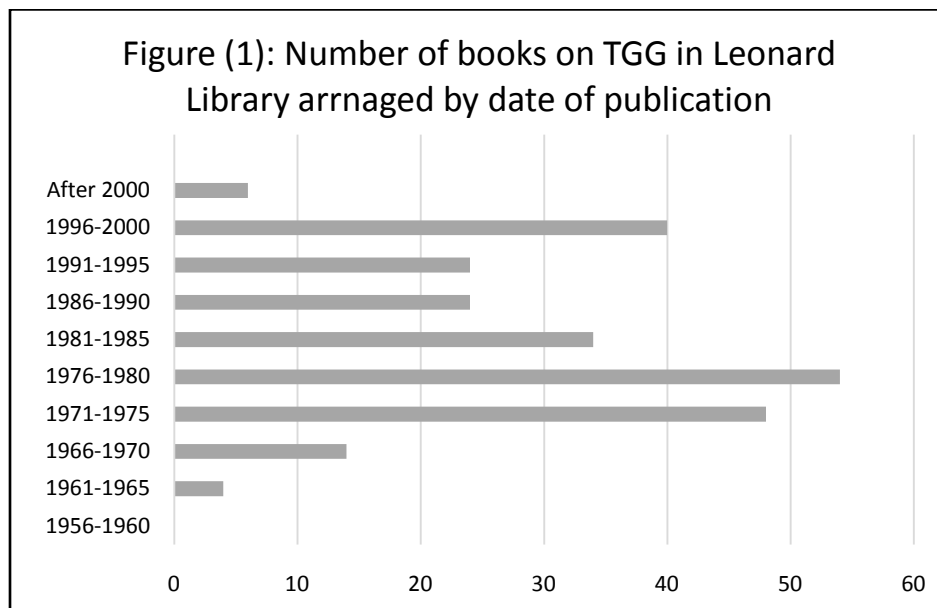
A generative grammar of some language is the set of rules that defines the unlimited number of sentences of the language and associates each with an appropriate grammatical description, the concept is usually associated with linguistic models that have a mathematical structure and with a particular view of the abstract nature of linguistic theory through the early work of Noam Chomsky and perhaps for this reason is often, though wrongly, associated exclusively with his school of linguistics.

Continuing to describe this type of grammar, Malmkjær (*ibid*: p.219) suggests

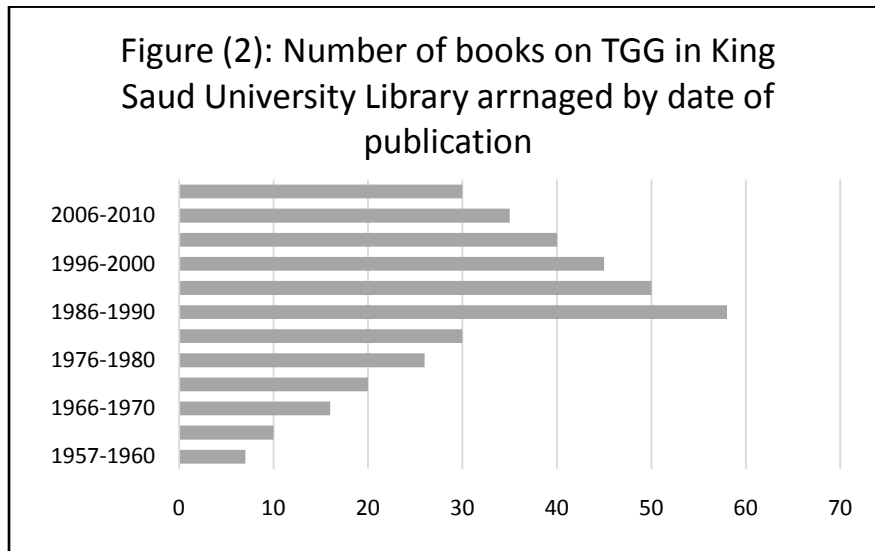
Simple though this grammar is, it is formulated in accordance with some general principles... the most general of these is that a grammar consists of a number of distinct components; in this case there are two: a syntax, which defines permissible constituent structures, and a lexicon, which lists the words in the language and the lexical class to which each belongs.

Obviously, the majority of the above mentioned definitions and statements if not all state or prove that there is an approach of grammar namely TGG and it had been pioneered by the American linguist Noam Chomsky. Not surprisingly to say that whenever this type of grammar is mentioned Chomsky is and [must be] mentioned as he is the one who has been and is being mainly and directly responsible for both establishing and developing this type of grammar.

To sum up, we came to know through all these mentioned definitions that this type of grammar has been greatly influenced by mathematics and it succeeded by its proponents lead by Chomsky to approach language and its grammar innovatively. Yet, grammar is introduced in a way that proves the spots of weakness in the previous approaches such as traditional and structural grammars. This idea, that is, how TGG has risen, will be the main idea of the 3rd section in this term paper.

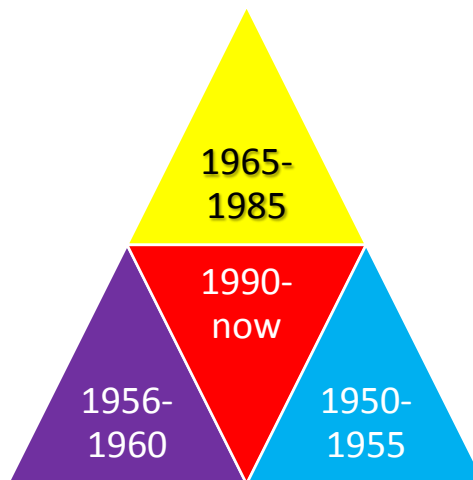


The above histogram is taken form one of the websites and it shows estimations of the published and composed books on TGG. Though these numbers are limited to only one library, they can help us understand and realize how this type of grammar has risen and at the same time how it has fallen. It is clear that the number of the books increased gradually from the mid-1950s onwards. A considerable increasing in the number of the books is between the early-1970 and late-1980s. It marks actually the rise of this approach. After that, we can notice how it dramatically started to decrease or become less step by step. The number of the books decreases to less than ten from 2000 and onwards.



Similar to the histogram (1) the researcher made an attempt to made one in the Libraries of King Saud University. The researcher based wholly on the number of the books available in the library and which clearly discuss transformational generative grammar whether in favor or against. This histogram (2), however, clarifies how even in the libraries one can feel the rise and the fall of such an approach through the number of the available books and mainly their dates of publication. It is clear here that there is a gradual increase in the number of the books from 1957 to 1980. After the late-1980s the number of the books starts to decrease to the extent it reaches to less than more ten books, especially in the period from 2005 to 2009.

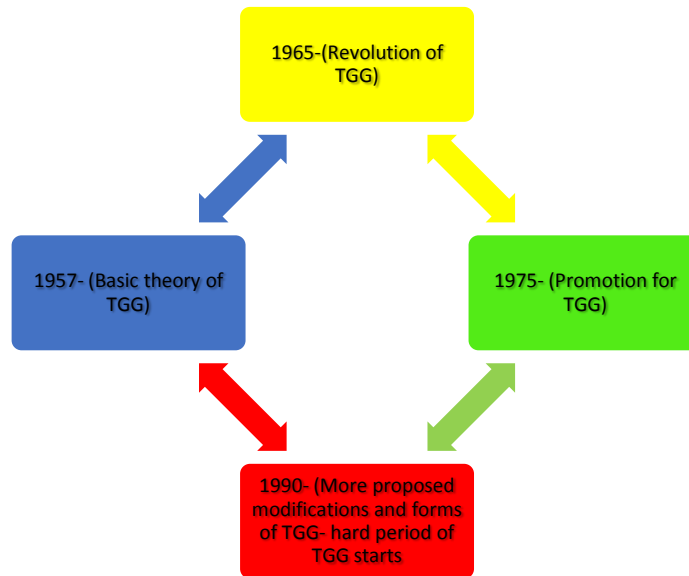
Figure (3): Establishment, rise and fall of TGG in years



This graph illustrates three main points regarding the TGG. Boxes colored with light blue show the period of establishing this approach, boxes colored with red show the period of the rise of this approach and finally boxes with light green color show the period of the fall of this approach. Yet, such dates are not to be considered as final statements because during the period

of establishing this approach or theory and during the period of the rise of this approach as well, there were many objections against this type of grammar. That is, they were rejected by Chomsky as a reply to these objections especially by his modifications to his theory. But and later on, when this approach was no more able to bring modifications and answer some unanswerable questions it started to fall one decade after another.

Figure (4): TGG from heydays to critical days



This pie chart is designed as an attempt to illustrate two contradictory ideas regarding TGG. That is to say, the establishment of the this approach along with rise and at the same time indicating how nearly all the published books and conducted studies about TGG starting from about 1960 to 1990 or less are in favor of this approach. Or instead, they all promote for TGG. On the contrary, the majority of the books, journals, conducted researches and studies coming after 1990 are criticizing this type of grammar. More importantly, from the beginning of the 21st century, the criticism has become more directed; a person can hardly find some statements which praise such an approach. Needless to say, none of these authors can deny the benefits and the advantages of this approach, but they believe it is no more powerful

Rise of Transformational Generative Grammar (TGG)

Having introduced some basic ideas about the nature of TGG, the researcher, now will discuss why this type of grammar has risen? Above all, how it operates on language and what makes it rise above other grammars?

Strictly speaking, it is widely admitted by all specialists in general that whatever theory it is, in whatever field it is, is applicable to both to be proved or disapproved according to its ability to interpret and answer any enquiries about the science it raises. Similar to this are types of grammar or approaches; a particular type of grammar may reach to the top in particular times and then will dramatically fall. That is, the more faults and spots of weakness appear, the more it

falls. On the opposite, the less faults and problems it has, the more it rises. In other words, the more powerful it is, the more adequate and capable to solve language problems and introduce them in a simpler way and more explicit, the less probabilities of its collapse.

One more important thing is that none can claim or may be will dare to make a claim that a particular theory or approach of language and grammar is the first and the last, or it should be the dominant one forever. Such a truth, however, cannot be denied because language itself is abstract and whatever claims have been made about it are only predictions and speculations. Of course, some have proved true but who knows, may a day will come and the true becomes untrue! LaPalombara (1976: p. xi) introduces his book by warning his readers:

The reader should understand that the ‘correct’ approach to grammar study and the proper philosophy about human nature and human use of language have never been and probably never will be established for all time. No one approach has remained entirely unquestioned, even in its heyday.

He, LaPalombara, states that the beginning of criticizing traditional grammar started by some objections, were raised by Priestly who was a scientist and grammarian, and by the American lexicographer Noah Webster. Then, the problem extended when a new approach called descriptive approach came into life and it was actually as a protest to the traditional prescriptive grammar.

In the meantime, some other linguists who were unhappy with traditionalists’ ideas, were preparing the basic principles of a new approach, they called later structural grammar instead of traditional grammar, (ibid: p. 97). Unsatisfied with what the structuralists have done LaPalombara (ibid: p. 97) states

Most of the structuralists has become extremely critical of traditional grammarians... in any case, most of the structuralists expressed the utmost contempt for the methods of traditional grammarians, most of which they labeled ‘misguided’... they attacked traditional grammar as meaning-dependent, subjective, prescriptive, intuitive- in short, as insufficient.

Being lead by Franz Boas, then Edward Sapir and later on Bloomfield, structuralism had risen and the more it was rising the more the traditional approach was falling and becoming less important. Objectively, but not subjectively, as in the case of traditionalists or prescriptivists, structuralists have derived their way to describe language, (ibid: p. 98). Unfortunately, this approach didn’t long too much, “for nearly three decades” as LaPalombara (ibid: p. 103) indicates. At that time, Chomsky whose new approach— TGG is our concern here, has launched his grammatical project. Like any other linguists or theorists, Chomsky has started this project by critical studies for nearly all the previous types of grammar. Certainly, he wanted to be sure that

what he is going to do is something innovative, a thing that has been never discussed or presented in a way similar to his.

Consequently, Chomsky first rejected the ideas of traditionalists claiming that their approach is inadequate. Then he turns to structuralists whom, he maintains had built their theory “upon ‘wrong’ assumption to the rejection of such specific structuralists’ methods as their taxonomic date-gathering techniques and their belief in the adequacy of ‘discovery procedures’, “LaPalombara, *ibid*: p. 209).

Needless to say, there are a number of reasons behind the rise of TGG which the researcher actually will provide and discuss now. Firstly, for Chomsky “the first problem in developing a correct theory (grammar) is that of selecting criteria”, and the criteria which was chosen by him is no doubt more powerful than other approaches criteria. Malmkjær (2006: p.648) proves such an idea claiming that “in the mid-1960s work on the developing theory of transformational grammar (TG) was perhaps coherent for one to be able to talk of a school of transformational linguistics”.

Secondly, the influence of generative transformational approach on some different and various fields which by, their proponents want to apply such an approach on their interests such as “generative poetics”, “generative grammar on metrics”, “generative grammar on stylistics”, “generative phonology” and “generative semantics”, (Wales, *ibid*: pp. 174-5). Johnson (1998: p. 138) believes that TGG has risen because its innovativeness ideas and principles, he declares:

Hence generative grammars contrasts with traditional grammars, which left many rules of the grammar to the interpretation of the reader; such grammars dealt primarily with the idiosyncratic forms that were not ‘obvious’ and thus left it to the reader to know what a ‘noun’ was or what the basic word order of the sentence was. A generative grammar therefore tried to specify everything that is necessary on the printed page rather than leaving it to the imagination.

Agreeing with the previous opinions as reason for the rise of TGG, Crystal (1997: p. 394) proposes that “the arguments” he means the arguments provided by Chomsky and his followers “... were persuasive, and as a result transformational grammars became the most influential type in the development of generative grammatical theory”.

Have risen and become studied and spread worldwide, many linguists thought that it is this type of grammar or theory which will solve all unsolved problems regarding language, or in other words, will answer all unanswered questions. Brown (1984: p. 148) states:

... standard theory provoked a great flurry of research in the late 1960s and early 1970s, and the prospects opened up by this powerful new tool seemed to offer the

hope that vigorous research into the syntax of English and other languages might force a particular language, and perhaps language in general, to yield up its secrets

Moreover, TGG has been discussed and applied to languages worldwide. Among these languages is the Arabic language. Al-Khuli (1979) conducted a research attempting to apply these rules and principles on the standard Arabic language. He states “the aim of this study is devising a transformational grammar for Arabic and then finding out where Arabic and English are different and where they are similar”, (ibid: p.1). Al-Khuli turns his choice for this type of grammar for a number of reasons which, he believes makes it distinguished from other grammars such as traditional and structural grammars, (ibid: pp6-7). Therefore, it is worthy to mention some of these reasons as they are really reasons for the rise of this type of grammar.

The T-grammar does not look at the sentences as simply made up of various constituents. It views it as derived from another underlying structure through a transformational process. This view is informative about the nature of language.

The T-grammar accounts for the speaker’s ability to produce and understand an indefinite number of new sentences, sentences that he hears or produces for the first time. It accounts efficiently for complex sentences that are accounted for clumsily by other grammars.

These features and other features have made Al-Khuli chose this type rather than other types of grammar. In spite of this, he turns to say, “This does not mean that other grammars, i.e., non-transformational ones, don’t account for any of the previously-mentioned matters. What is meant is that T-grammar accounts in a more efficient, systematic and explicit way”, (ibid: pp. 7-8). He goes on to illustrate the main reasons of the rise of this approach and at the same time why he did choose it “it does it in a mathematical way: the given, the process, and the result”. He illustrates and at the same time attempts to draw some distinctions between TGG and other grammars, mainly here the traditional grammar:

The S is different from the sentence in traditional grammar, which gives the sentence a definition that can indicate anything from a single word to a volume. S here is ‘a designation for a unit which is basic to grammatical patterns as described by a transformational grammar. It is what the grammar itself defines and covers.

Later on, Al-Khuli might try to convince us that each type of grammar can suit some particular purposes which another type cannot suit for. For instance, TGG is not suitable for pedagogical purposes but traditional grammar is. Once again, Al-Khuli proposes within TGG itself, we can have many types of grammar. It seems he believes that a TGG in Arabic language, for example, is different from TGG in English and the same case in the French or German languages. To a great extent, what he has mentioned is may be true but other linguists as we will show later on,

will argue that TGG can be used for pedagogical purposes and can prove more positive and educational results than traditional and structural grammars. Al-Khuli made use of Fillmore's model of the base and he concluded that "the base can efficiently meet the requirements of the deep structures of Arabic sentences, or, more precisely, of those sentences in the corpus", (ibid: p106). He proves that "limited degree of similarity between" Arabic and English in the surface structures level, and "a remarkable sameness between the two languages" at the level of deep structures, (ibid: p106). In their book, Atkinson, Kilby and Roca (1982) present more than one type of grammar and they mentioned that transformational approach was able to approach and consider insights in language which the previous approaches were not able to approach. They believe that such a thing is one of the main reasons for the rise of such an approach and for being the dominant for more than 40 years, (ibid: p. 165).

For Bierwisch (1971: p. 45-62), TGG has risen because its proponents mainly their leader Chomsky was able to classify and at the time unify nearly all that have been said about language and then he mixed it with his new ideas in relation to mathematical logic and psychology. Such a feature, Bierwisch believes is a major reason for the rise of this approach. He declares (ibid: p. 45):

It was an extract of the results of extensive theoretical research into the foundations and the structure of linguistics. Although it originated in America and grew out of a critical discussion of the ideas of Harris, the theory it presents incorporates the most important ideas of Saussure, Sapir, Trubetzkoy, and Jakobson, combining them with recent insights in the fields of mathematical logic and psychology.

Moreover, he turns the success of this theory for its motto or principles. He attempts to summarise the main ideas of this theory stating that "whoever speaks a natural language does not simply carry around in his head a long list of words or sentences which he has stored, but is able to form new sentences and to understand utterances he has never heard before", (ibid: 45).

Add to the above mentioned reasons for the rise of TGG, Anttila (1977) who in favor of such an approach believes that it effects positively many trends in linguistics mainly historical linguistics. He adds that it arose; he means TGG, many questions about the previous trends in linguistics such as those investigated by traditionalists and structuralists and it was able to bring more logical answers than those brought by others. Dissimilar to this opinion but it also explains the rise of this type of grammar in particular and all modern types of grammar in general is Lehmann's (1972: p.35) view who points out:

If language is to be understood as a phenomenon, the components of language must be dealt with as parts of a whole. In the past such understanding of language was attempted indirectly, for the procedures available were inadequate to deal with the complexities of communication systems, only recently have adequate

procedures been devised by mathematicians and symbolic logicians as well as linguists. The procedures employed today in the description of language are increasingly formal, and the statements regarding language often resemble mathematical formulas.

Additionally, Thakur (2001) in his book *Syntax*, starts from traditional to structural, to transformational and then to case grammar. At last, it seems in his book that TGG has proved the most adequate type of grammars. Certainly, he also mentions its fall but this will be discussed later in the coming section. What is important here, however, is that TGG has risen because of its continuous developments and modifications from the point of view of Thakur.

Starting his book by stating the job of a linguist or whatever specialist in the field of language, Baker (1978: p. 5) believes:

If a speaker's unconscious system of rules cannot be discovered by direct questioning, what alternative approach is available? The approach that has been most widely adopted throughout the history of linguistic studies is to try to infer something about the unconscious rules of a language by studying the conscious judgments in which the rules are manifested. What a linguist attempts to do is to formulate explicitly a set of rules which mirror the effects of the native speaker's unconscious system rules. Such a set of rules is frequently referred to as a grammar.

Later on, he declares that TGG is to a great extent the most suitable approach doing such a job and applying such a method, yet achieving this aim.

Typically, it seems that TGG was approved by many linguists and authors and specialists worldwide. That is to say, the large numbers of the conducted studies and books discussing and presenting this approach have greatly helped to spread this approach and make it rise over other grammars. For instance, consider Allen's and Van Buren (1971: preface) book who state:

Chomsky's approach to linguistic description became widely known as a result of the publication of *Syntactic Structures* in 1957. In the twelve years that have elapsed since then, transformational-generative grammar- 'TG' for short- has established itself as one of the most vigorous and exciting movements in modern linguistics, and one which many people believe has far-reaching implications for the study of human cognitive processes.

More interestingly is the debate between Chomsky and Piaget, where in we can infer some reasons for the rise of Chomsky's approach, (Piattelli-Palmarini, 1980). Chomsky appears in this debate as more logical and his ideas seem from the point of view of some critics more

reasonable. He admits during this debate and as a reply to one of the questions directed to him regarding his theory, “these are all hypotheses... I will repeat again that they are conjectures, scientific hypotheses, and if you want to know my feeling, I’m sure that they are false. I cannot believe that any detailed hypothesis that I can propose today, or that anybody else can propose, is likely to be sure”, (ibid: pp. 273-4).

Like some of the above mentioned reasons, Helbig (2007) turns what he called the constant developments and modifications as marks of success and rise of this type of grammar. Yet, he later on, declares that such modifications lead to many generative transformationalists and to many rejections and objections against this approach.

Unlike Helbig, Collinge (1990) shows Chomsky as a linguist who has changed the science of linguistics mainly its grammar from worse to better. He brings as many reasons as possible proving that Chomsky’s theory of TGG has lead the world of linguistics to great development.

Above all, no doubt Chomsky’s books are actually continuous developments for his theory rather than books in linguistics. That is, starting from Syntactic Structures in 1957 where in this theory was founded and its basic principles and notions were announced. It was a remark of a new revolution in the field of linguistics. The next book Aspects of the Theory of Syntax in 1965 came as a modifier for this theory, because Chomsky and other proponents of this approach realized that the previous model was incapable of describing the whole processes of grammar and it proves insufficient and inadequate. For that matter, this book has appeared with some modification. A noticeable point of modification in this book is the rule that all sentences had deep structures which were mainly transformed into surface structures.

After that Chomsky’s book Lectures on Government and Binding Theory (1981) was presented. In this book, Chomsky expands the network of his approach starting with English, moving to Romance languages, then to Japanese and to Arabic language. Recently, he published The Minimalist Program (1989, 1992, 1994), where in, he establishes more general properties for describing the grammar of language such as principle of economy. Some would disagree to the idea that his last two works are not related to the theory of TGG claiming that they are to a great extent different from the first theory proposed in the Syntactic Structures and modified in the Aspects of the Theory of Syntax.

Nevertheless, whatever they were, they greatly contribute to the development and mainly to the rise of this theory of TGG. That is, all— standard theory (ST), extended standard theory (EST)

and then revised extended standard theory (REST) are completing and modifying each other and have caused for the rise of this type of grammar.

In the following pages and as a conclusion of this section, the researcher provides some illustrations to show the basic changes in the modifications of the theory of TGG. Needless to say, the purpose of doing so is to clarify how these modifications took part in the rise of this approach and acted as energy sources for empowering such an approach.

Figure (5): Development of TGG

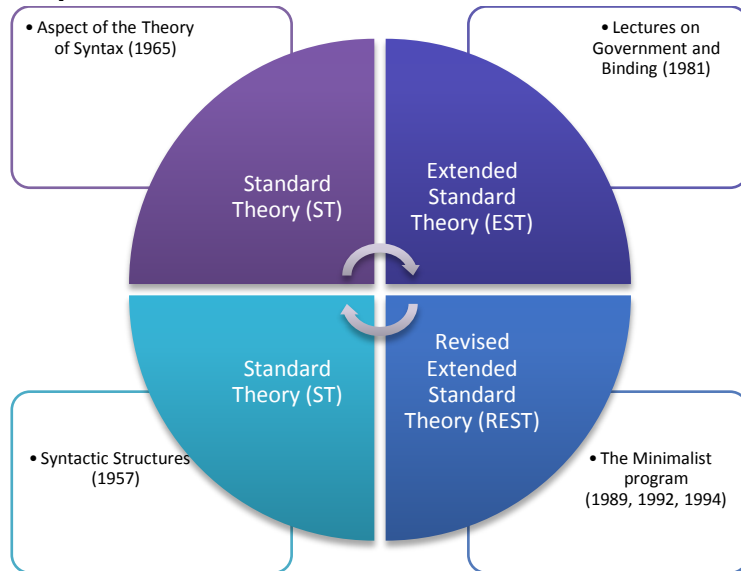


Figure (6): TGG's component base

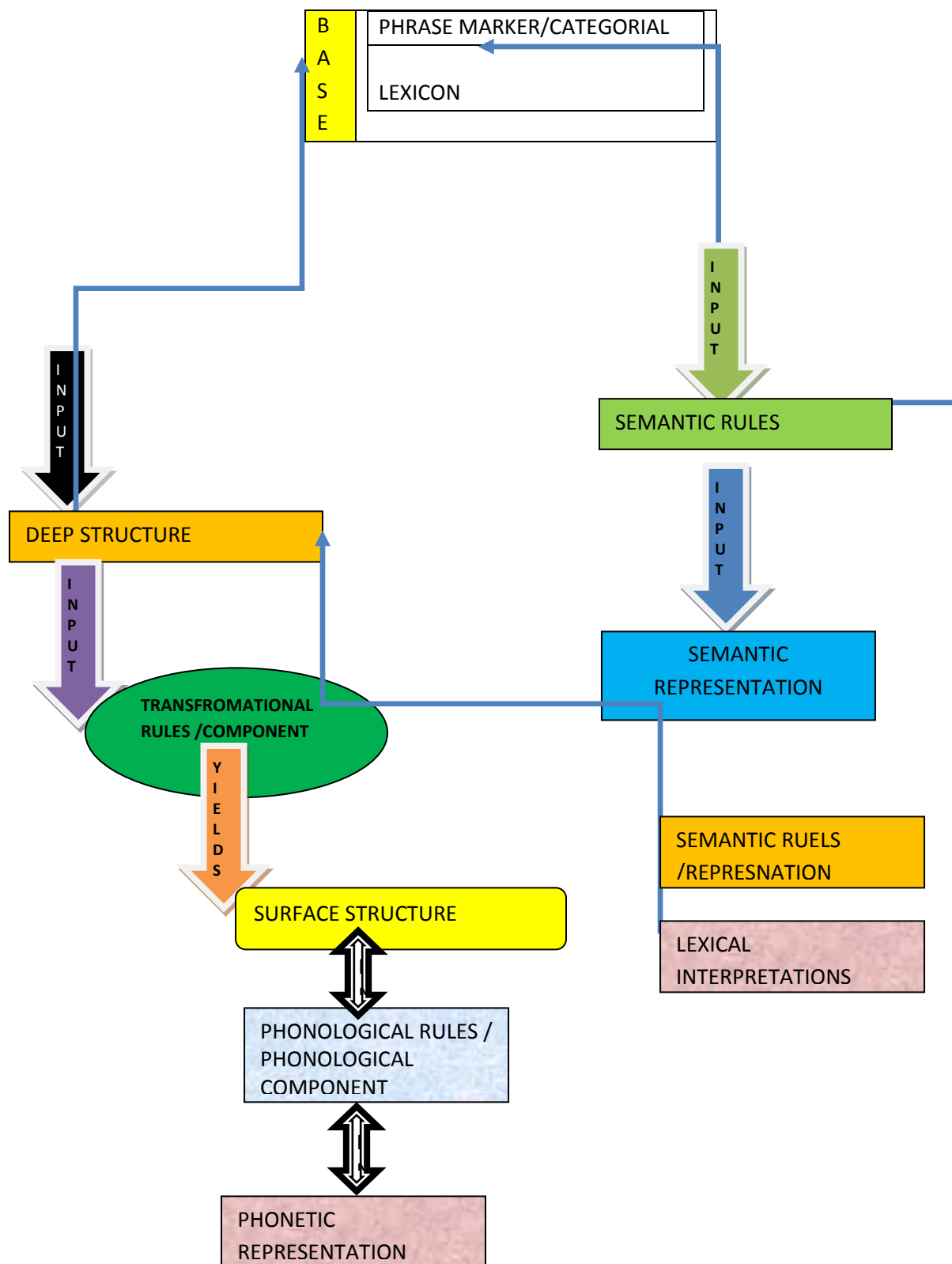
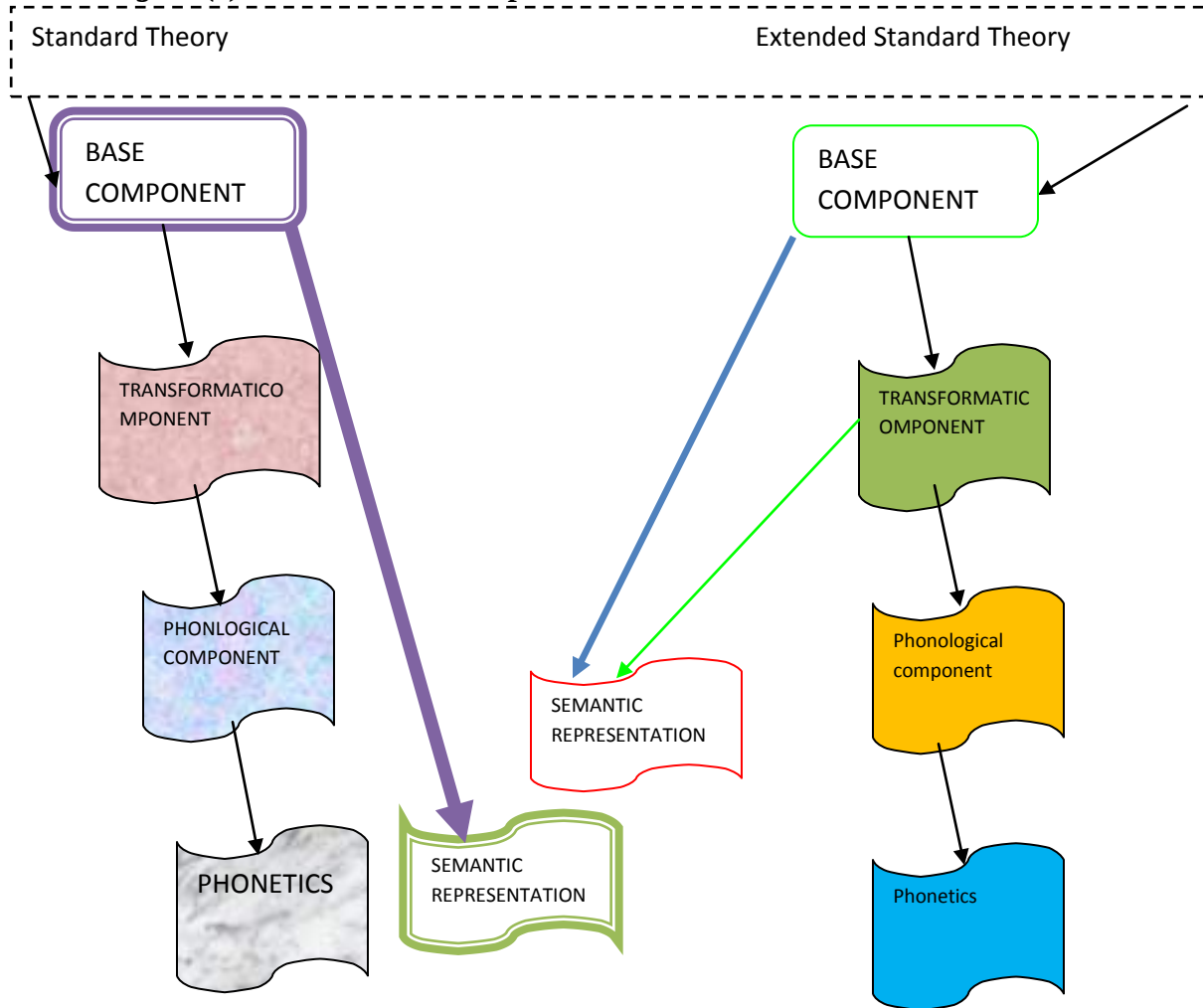


Figure (7): Recent TGG's component base



Having discussed and introduced the main reason of the rise TGG, in the next section, the researcher will briefly discuss the opposite idea which is the FALL of this type of grammar. But it is important to note the importance of relating the provided date in the previous sections in form of charts to both the rise and fall of this approach.

Fall of Transformational Generative Grammar (TGG)

As a matter of fact, since the early days of founding the TGG, it was criticized. Some of the linguists at that time (1960s) mainly structuralists were unsatisfied with Chomsky's ideas. Some others consider Chomsky's model of grammar as mathematics-like and as very complex and incomprehensible. Others claim that being developed and modified many times, so it is no more to be called TGG. They justify their opinion by saying that Chomsky's last or recent modifications namely the government and binding theory and the minimalist program are very much different from the earlier programs. One more claim against this approach and which is actually very influential is that one stated and raised by generative semanticists. They think that

Chomsky has concentrated very much on syntax and neglected the meaning which greatly contributes and acts just as effectively as the syntax. Thus, all these claims/reasons have contributed to the fall of this type of grammar.

The claim that developing and modifying the TGG theory mainly the final modifications mentioned in Chomsky's two final books: *Lectures on Government and Binding* and *The Minimalist Program* is worthy to begin with. Trask (2007: p. 321) points out that these two books or programs in particular are directly related to the earlier ones. By the earlier one he means *Syntactic Structures* and *Aspect of the Theory of Syntax*. With reference to this point, Trask states "...for the purpose of linguistic research, transformational grammar may now be regarded as dead, though its influence has been enormous, and its successors are maximally prominent", (ibid: p. 321). It indicates that such an approach has risen and is gradually falling.

Moving to another point is that some of the opposing schools of grammar to the TGG. From among these schools is lexical functional grammar (LFG) and generalized phrase structure grammars (GPSG) who criticize Chomsky's approach for focusing on the sentence rather than words and things beyond the level of the sentence. For instance, Gazdar in Johnson (1998: p. 140) "attacked current Chomskyan grammar for not being generative since principles and parameters are not as explicit and clearly testable as the earlier rewrite 'rules' and transformations". Similarly, (GPSG) "rejects transformational rules, claiming that phrase structure rules are perfectly adequate when expanded in various ways", (ibid).

One more spot of weakness which has been proved in this approach is that it cannot be applied in text linguistics level. Crystal (1997: p. 395) maintains "the transformational-generative model was also used and applied in TEXT LINGUISTICS from the 1970s... Chomsky's model was soon proved inadequate as a means for generating a whole text, since the theory is essentially sentence-based".

Add to the above mentioned reasons the point that from within the basic TGG approach, other types have diverged and considered themselves as transformation lists. This divergence, however, and being divided into small schools each one rejecting the others' ideas for some point of disagreement among them has greatly but negatively contributed in the fall of this type of grammar. Malmkjær (2006: p. 648) declares that the truth to say that the TGG approach is the most influential and valid among the other approaches of grammar "is not possible today... many who grew up within the model have gone on to develop theories of their own, often in reaction to the current work of Chomsky, and even among those who would describe themselves as transformational linguists there is considerable divergence".

In addition, the argument which arose between Chomsky and generative semanticists about the representation of the deep structures in semantics is one of the reasons which contributed partially in the fall of this approach. Thakur (2001: p. 193) states:

A year or two after the publication of the Aspects, a number of linguists working within the framework of transformational generative grammar started arguing, with the support of a great deal of empirical evidence, that the notion of deep structure as formulated by the standard theory was not deep enough and that it needed to be refined in terms of 'deeper' semantic relations.

Such a statement modifies the above mentioned statements that from within the same framework who were working with Chomsky have tried to develop this approach from one side but from the other side they lead to the collapse of the basic theory founded by Chomsky.

Moreover, Swan (2005) discusses in details the advantages of TGG in relations to the notion of universal grammar (UG), but later on he comes to the decision that "since 1950s, generative grammar has gone through numerous transformations, as grammarians have sought to reduce the complexity of their models while doing justice to the linguistic facts... despite recent radical changes and the development of Chomsky's Minimalist Programme, it is not clear that the enterprise has succeeded", (Swan, 2005: p. 76).

Presenting the history and development of linguistics, Schendl (2001) comes to the conclusion that TGG has proved successful for some decades but later on it collapsed. He mentions "in spite of the obvious attractions of these explanations" he means explanations given by Chomsky and his followers "... many of its general axioms have been criticized on theoretical grounds, and some of the explanations of specific changes, such as the development of English models from full verbs, have been shown not to be substantiated by textual evidence", (ibid: p. 71).

Once again and as mentioned earlier, Chomsky's approach was criticized for its focus on syntax and giving it more importance rather than the other components of language. This point is modified by Widdowson's statement "one objection to Chomsky's model is that it defines the nature of linguistic knowledge too narrowly to mean a knowledge of grammatical form and more specifically of syntax", (1996: p. 27).

Furthermore, Lehmann (1972) believes that it has become difficult to determine the most suitable approach for handling the problems of language, namely grammar. He assumes that case grammar is the most appropriate one that can be applied. Yet, he turns the fall of TGG and not being able to handle such matters for that "transformational grammar has come under heavy attack for its focus on ideal language rather than on the varied language of society... the attack emanated in great part from sociolinguists", (ibid: p. 51).

Well, some linguists and researchers will turn the reason of the fall of this approach for some particular observations which they have tested and found that this approach was not capable of providing such information and answers of their inquiries. Dryer (n. d) conducted a research

paper arguing that a descriptive theory is totally different from an explanatory theory. He maintains that by a descriptive theory such as structuralism, we investigate how a language looks like and by an explanatory theory such as functionalism; we investigate why the language looks like this or that particular way. He then comes to the conclusion that "the reason why Chomskyan generative approaches have found linguistic basic theory inadequate is not in general that it fails to provide adequate descriptions, but that it fails to provide adequate explanations", (ibid: p. 10).

In contrast with Montague grammar approach, Kao (2004) attempts to prove the superiority of the Montague grammar and its adequacy to prove information and answers which TGG could not do so. He illustrates this point by the argument between the two approaches from the same Chomskyan framework: interpretive semantics and generative semantics. For interpretivists drew a distinction between both syntactic rules and semantic ones whereas generative semanticists didn't do so. Most importantly, he considers that Montague grammar offered a solution that can relate semantics and syntax without connecting their rules.

In their review article of Marcus Tomalin's book (2006), Scholz and Pullum (n. d.) clarify how it is difficult to discuss and collect the history of generative linguistics. Most importantly, they show how Tomalin attempts to explain the influence of generative grammars by both mathematics and logic. The question whether Chomsky's theory in particular can be considered as a science is raised. Consequently, the argument is that some consider it as a pure linguistic science and some others will reject such an ideas claiming that such a theory has proved inadequate in some linguistic matters and it can be considered only as a theory rather than a science.

More than that Zipf (n. d.), argues in his book against the Chomskyan notion and theory for mixing between what is originally semantic and originally syntactic. He attempts to prove that Chomsky's theory is biased more towards syntactic interpretation and representation. He states "the problem with such theories stems an understandable but mistaken desire to keep the rules of syntax and the surface structures that are implicit in syntactic derivation as close as possible to those that manifested in the meaning representation", (ibid: p. 2).

Eisner (n. d.), presents in a very complex way which actually pure-mathematics-like how TGG approach can help a lot in developing many programs especially in the case of natural languages dealing with computers and technology. In spite of this, he mentions that is only the complexity of this theory and its relation to mathematical and logical concepts which make it rejected by many linguists who are not qualified enough in mathematics and logic.

Steiner (1981) in his paper presenting nearly all the theories of language and its grammar, indicates that "Professor Emmons Bach suggests that Chomsky may be guilty of superficiality in

comparing deep structures, even by analogy, with 'atomic facts' of grammatical relation", (ibid: p. 13).

One more point directed against TGG is that it cannot be used for pedagogical purposes and it does not relate directly to English language teaching methodology. It is unlike both traditional and structural grammars which have so much to do in the language teaching methodology. Such a reason has given a chance to both approaches to be used even if they are rejected by some linguists and theorists. In his study, however, Abushibab (2008) makes a distinction between structuralism and TGG and their adequacy to be used for teaching and pedagogical purposes. He (ibid: p. 12) concludes his paper with that:

Transformational Grammar is not concerned with English teaching methodology. There are no teaching procedures of Transformational Grammar that can be converted into teaching procedures, but it gives implicit assumptions about language teaching. We can deal with such assumptions to derive some teaching English methodology.

To conclude, all the above mentioned reasons are considered as spots of weakness in this approach and have contributed to the collapse (FALL) of this approach.

CONCLUSION

This paper aimed at investigating two issues about one type of the grammatical approaches which TGG. The two main points are the rise of this approach opposed to the fall of this approach. The paper has been divided into five sections: section one contains a brief introduction to this term paper and its main ideas in general. Section two is divided into two parts: the 1st part contained of a theoretical background about transformational generative grammar. That is to say, how it is defined and viewed from the point of view of its proponents and at the same time some experts and specialists. Part two in section two, the researcher has attempted to design some charts to clarify statistically some points in numbers about the main idea of this paper which is the rise and the fall of TGG. In section three, the researcher moved to the core of this paper discussing the main reasons which caused for the rise of this approach. It has been shown, however, the major reasons for the rise of this approach are due to its innovativeness and the ability to handle many problems of language which other approaches were not able to handle. Above all is the continuous and at the same time numerous modifications which enabled it to cope with many linguistic problems. In section four, the opposite point is discussed. That is, the reason behind the fall of TGG. And the researcher came out with a number of the inferred reasons which has been considered as spots of weakness in this approach. Among these reasons as pointed out in this section are the interrelation of this approach to other fields such as mathematics and logic which make it difficult and complex from the point of view of some linguists. In addition, the many divisions of this approach or school to sub-schools, most importantly the generative semantics. Moreover, the appearance of other approaches which

proved more adequate than Chomsky's grammar especially those which emerge as reaction to Chomsky's approach, has also contribute to the collapse of this approach.

For all intents and purposes, it has been shown throughout this paper that there are many advantages of this approach which cannot be denied by anyone. At the same time, there are some faults and spots of weakness which cannot be accepted and have been rejected which finally lead to the fall of this approach.

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Investigation of Relationship between Arts and Commerce College Students on Achievement Motivation

Dr. Indrajitsinh. D. Thakor^{1*}

ABSTRACT

Educational psychology is considered as an important branch of modern psychology. In it the study of behavior of a child to an old man is done scientifically in context of his learning environment. Psychiatrists study behavior of individuals with the aim of alleviating mental disorders. Anthropologists study the behavior of men in different cultures. All seek to understand and predict behavior. Psychology is only one of many areas of science which are concerned with the study of behavior and psychologists study many aspects of behavior that are also studied by other disciplines. The purpose of this study was to explore the relationship between Arts and Commerce college student on his achievement motivation in this research paper. Achievement Motivation inventory was used. The random sample (N=133) was taken from college. (69 Arts And 64 Commerce). “t” Test was calculated to find out the result. The “t” value of Achievement Motivation between Arts and Commerce college student comes to 1.30 which is in significant at 0.05 levels. This shows that, there is no significant difference between Arts and Commerce College students On Achievement Motivation. The detail results are indicating in the paper.

Keywords: *Investigation, Relationship, Arts, Commerce, Students, Achievement, Motivation*

Many branches of science other than psychology attempt to explain behavior by formulating hypotheses and testing them, and many of the interests evidenced by psychologists in their theories and research are exactly like those of scientists in other areas. Physiologists study men and animals to understand their basic physiological mechanisms. Psychiatrists study behavior of individuals with the aim of curing mental disorders. Anthropologists study the behavior of men in different cultures. All seek to understand and predict behavior. Psychology is only one of many areas of science which are concerned with the study of behavior and psychologists study many aspects of behavior that are also studied by other disciplines.

The motivation model of McClelland postulates that effect is conditioned to stimuli by mere association. The more frequently pleasure or unpleasure is associated with neutral stimuli, the stronger will be the association formed and the more likely it is that this formerly neutral stimulus will evoke effect in the future.

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McClelland's achievement is currently assessed through a written test given in one of several forms. Subjects are asked to write creative stories based on stimuli which are sufficiently ambiguous to allow many possible interpretations. After the stories are written, they are scored on the basis of the amount of "achievement imagery" in the stories. It is assumed that the stories reflect the motives of the writers. Projective technique is the generic term for tests which result in subjects revealing things of theoretical interest about themselves through stories created as a result of ambiguous or unstructured stimuli allowing various interpretations. The McClelland system for measuring motivation is objectified to allow a minimum of subjective evaluation. One of the techniques used by the McClelland group to measure motivation stems from the earlier work of Murry.

OBJECTIVES

- (i) To measure Arts students Achievement Motivation.
- (ii) To measure Commerce students Achievement Motivation.
- (iii) To find out the relationship between Arts and Commerce college students Achievement Motivation.

METHODOLOGY

SAMPLE:

The sample of the present study consisted of 69 Arts and 64 Commerce college students (Total sample: 133). They are randomly selected from college students.

TOOL:

Achievement Motivation, Constructed and Standardized by Dr. Ashwin Jansari (2006) to measure the Achievement Motivation of schools and colleges students. The split-half Reliability and Test Re-Test Reliability is shown 0.72 and 0.63 respectively. (N=120). Validity of test with *Thematic Apperception Test* (TAT).is shown 0.54 (N=50). The scale consists of 25 items.

HYPOTHESES:

There is no significant difference between Arts and Commerce College students On Achievement Motivation.

PROCEDURE:

The data collected in small groups in the classroom situation. During the testing session respondents were instructed in brief about the purpose of investigation. They were instructed to read the items carefully and to put a tick mark before one of the items. According to their selected opinion and one by one calculate row scores of all forms and find out MEAN, SD and t-Value of respondents.

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RESULTS:

The finding of the study on problem of relationship between Arts and Commerce college students on Achievement Motivation. The results are given below.

TABLE: MEAN, SD and “ t ” Value of Arts and Commerce College Students.

Sr.No	Group	N	Mean	SD	df	“t” Value	Sig.Level
01	Arts	69	16.51	10.34	131	1.30	NS*
02	Commerce	64	18.67	8.79			

(N=133)

*NS = Not Significant.

Table Value.=1.98

Level of Significant.=0.05

Calculated t = 1.30

DISCUSSION:

According to the table, the mean scores of Achievement Motivation between Arts and Commerce college students are 16.51 and 18.67 respectively. The “ t ” value difference between Arts and Commerce college students are 1.30, which is not significant at 0.05 level. The table value is 1.98 at 131 df. Therefore the null hypothesis is accepted. Therefore it can be said that there is no significant difference between mean scores of Achievement Motivation between Arts and Commerce college students.

The “ t ” - Value of 1.30 is not significant at 0.05 level of significance. It means that there is no significant difference between Arts and Commerce College student on Achievement Motivation, Hence the formulated hypothesis is that there is no significant difference between Arts and Commerce College student on Achievement Motivation is accepted. The difference between two mean scores was insignificant. So it was concluded that there was no significant between Arts and Commerce College students.

CONCLUSIONS:

In the present study there is no significant difference between Arts and Commerce College student on Achievement Motivation. It shows that Faculty (Arts and Commerce) does not play any significant role so far as Achievement Motivation is concerned.

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The Negative Impact of the Poor Economic Level on the Students' School Success

Costică Lupu^{1*}

ABSTRACT

The “Ion Borcea” Technical College from Buhuși is a school unit that aims to provide opportunities for theoretical and practical training, with real chances of insertion on the job market, in the domains: textile and leather industry, public constructions and tendering, trade, by taking into account the aspirations professional of students.

The students' attraction for the enumerated domains has found the appropriate environment to lay the bases for a prospective improvement/ passion and addresses young persons with ages between 14 and 18 years.

During the 2014/2015 school year, at the “Ion Borcea” Technical College, there were enrolled 744 students, divided into 28 classes.

The article presents applicative research the impact of socio-economic background on educational outcomes and their training. There is a close link between the economic status of parents and school children.

In our research there were used the following research methods: the observation and conversation; the analysis of school documents, questionnaire and the statistical methods.

Keywords: *Applicative Research, Impact Socio-Economic, Professional Competences,*

In recent years, the obvious gap between the different social classes and strata, in socio-economic terms, has generated a negative impact upon the students' school success. This is also reflected in the students' health, level of training and professionalization who attend the “Ion Borcea” Technical College from Buhuși. The parents' poverty materializes in the poor living standard in terms of clothes, food and school materials for their children. That is why, we intend to conduct a constative research on the impact of the underprivileged socio-economic environment upon the children's physical and mental growth, as well as upon the school results in their professional training.

Given the new trends in education – centring on forming and building the key of competences, individualizing the education and, implicitly, centring on the student and on developing his

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cognitive potential, the existing educational context imposes an intensification of the training of students in the 12th and 13th grade, especially for the Baccalaureate disciplines, whereas at the other disciplines or modules the focus should be on formative education and modern evaluation, so that students may reach the level of competences corresponding to each discipline. This level of training may be achieved with students who have a good material situation, who are correctly and sufficiently nourished, in order to cope with the educational endeavour.

OBJECTIVES

The research proposes verifying achieving the following objectives, deduced from the objectives of the new scholastic curriculum and implements technological college: - ensuring basic education for all citizens, building key competences; - funding the educational act on the basis of the students' personal and professional development needs, from the perspective of sustainable development and ensuring economic and social cohesion; - opening the educational and professional training system towards society, the social, economic and cultural environment; - ensuring the complementarities of formal, non-formal and informal education, life-long learning as a major dimension of the educational policy; - enhancing the quality of the teaching-learning processes, as well as of educational services.

HYPOTHESIS

If parents' living standards are low, then the students lack motivation for a good professional training, also, they are not able to sustain constant effort for acquiring knowledge and building professional competences.

The professional competencies proposed in the new national curriculum, regarding existing specializations in college: - identification and description of how to plan the needed materials; - identification of the need to plan the work force; - planning the activities characteristic of the job based on documents; - keeping a record of dangerous workplaces; - reporting on the risk factors from the workplace; - monitorization of the special situations from the supervised sector; - selection and use of working and protection tools characteristic of the workplace; - characterization of the production of clothing; - setting the stitches used in making clothing items; - operating the simple sewing machine to perform elastic stitches; - operating the special sewing machines; - performing heat-sealed seams; - classification of seams according to different criteria; - enumeration of the domains for using seams; - description of the classes of assemblages; - recognizing manual and mechanic seams by aspect.

METHODS AND TECHNIQUES

The method is connected to explanation and represents a means for discovering an aspect of truth, seeking to answer questions of the type "How?".

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Methods have an essentially instrumental and action nature, also of information and interpretation, being guided by the researcher's general view as well as by the theoretical principles on which it relies and founds its research process.

According to the criterion of the performed function in the research process, we may speak of:

1. Methods for designing the research (sampling, operationalization of concepts etc.);
2. Methods for collecting the data (the interview, the questionnaire, documentation etc.);
3. Analysis and interpretation methods (scaling, factor analysis, comparison, content analysis etc.).

The research instruments are material tools that the researcher uses to know phenomena scientifically (record sheet, device etc.).

The methods, techniques, procedures and even investigation tools are subsumed to the theoretical-methodological perspective, so that their autonomy is only relative. Selection of the research method depends on its appropriateness to the specific of the domain and the objectives. Being a quantitative research, the basic methods used in the present study is analysis of school documents, questionnaire and the statistical methods.

RESEARCH STAGES

Irrespective of the variety of the types of methods used, the research implies the following research stages:

- A. The accurate identification of the investigated issue;
- B. Formulating a hypothesis that expresses a relation between variables;
- C. Careful deductive reasoning in relation to the hypothesis, in order to investigate the implications of the problem: establishing the corresponding techniques and procedures;
- D. Collecting data for the empirical testing of the hypothesis;
- E. The quantitative and qualitative data analysis;
- F. Accepting, rejecting or reformulating the hypothesis.

SAMPLE DESCRIPTION

During the 2014/2015 school year, at the "Ion Borcea" Technical College, there were enrolled 744 students, divided into 28 classes. The students come both from the urban and rural environment, from Buhuși as well as the surrounding communities: Blăgești (Bacău), Gârleni (Bacău), Racova (Bacău), Români (Neamț), Costișa (Neamț).

RESEARCH DESCRIPTION

Based on the documents we studied (school registers, the data basis on the students in each class and additional information about the students), as well as the questionnaires applied to students, we have completed the tables below. The data reveals the parents', and implicitly the students'

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financial status, their degree of promotion and number of total/ motivated absences for each student. All the results were gathered, centralized according to classes, years of study and theoretical/ technical high-school.

Table no. 1. Application of the data-collection methods and techniques

No.	Name and surname	Class	Income			
			Children's allowance	Occasional income	Grandparents' pension, allowance	Salary, allowance
	B. D.	IX A	X			
	D. I.	IX A		X		
	E. N.	IX A	X			
	E. M.	IX A			X	
	F. R.	IX A				X
	G. R.	IX A		X		
	G.T.	IX A			X	
	R. L.	IX A	X			
	S. C.	IX A		X		
	T. I.	IX A				X
	U. D.	IX A		X		
	A. C.	IX B	X			
	B. I.	IX B		X		
	B. N.	IX B		X		
	B. T.	IX B	X			
	C. E.	IX B			X	
	D. R.	IX B				X
	E. G.	IX B			X	
	F. R.	IX B		X		
	G. S.	IX B		X		
	P. T.	IX B	X			
	R. F.	IX B		X		
	A. M.	IX C			X	
	A. U.	IX C				X
	B. O.	IX C			X	
	B. P.	IX C		X		
	C. T.	IX C	X			
	D. E.	IX C	X			
	F. R.	IX C		X		
	G. A.	IX C		X		
	G. T.	IX C			X	

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	J. A.	IX C				X
	L. O.	IX C		X		
	M. A.	IX C			X	
	N. E.	IX C		X		
	O. L.	IX C		X		
	T. D.	IX C	X			
	B. A.	IX D	X			
	D. E.	IX D		X		
	G. T.	IX D		X		
	S. U.	IX D			X	
	T. D.	IX D	X			
	A. S.	IX E		X		
	B. D.	IX E			X	
	C. R.	IX E			X	
	D. D.	IX E		X		
	F. R.	IX E				X
	G. T.	IX E		X		
	H. G.	IX E	X			
	P. O.	IX E		X		
	S. E.	IX E			X	
	D. T.	IX F				X
	M. G.	IX F			X	
	N. T.	IX F		X		
	O. T.	IX F	X			
	P. I.	IX F		X		
	C. E.	IX G			X	
	D. R.	IX G		X		
	M. T.	IX G				X
	N. O.	IX G		X		
	P. T.	IX G	X			
	R. E.	IX G		X		
	A. A.	X A			X	
	A. G.	X A		X		
	B. R.	X A	X			
	C. T.	X A		X		
	D. E.	X A			X	
	A. S.	X B				X
	A. G.	X B			X	
	B. T.	X B		X		
	C. D.	X B	X			

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	D. R.	X B		X		
	E. T.	X B			X	
	N. U.	X B	X			
	B. T.	X C		X		
	D. I.	X C			X	
	F. R.	X C		X		
	G. T.	X C				X
	H. R.	X C			X	
	J. T.	X C		X		
	T. R.	X C	X			
	U. I.	X C		X		
	A. D.	X D			X	
	B. R.	X D	X			
	H. F.	X D				X
	L. O.	X D			X	
	A. C.	X E	X	X		
	B. R.	X E		X		
	C. U.	X E			X	
	D. R.	X E		X		
	E. D.	X E			X	
	F. R.	X E		X		
	M. T.	X E	X			
	A. R.	X F				X
	A. U.	X F			X	
	C. R.	X F		X		
	D. I.	X F	X			
	F. T.	X F		X	X	
	M. L.	X F				X
	N. O.	X F		X		
	A. E.	X G	X			
	D. U.	X G	X			
	G. N.	X G		X		
	J. S.	X G	X			
	L. O.	X G				
	D. R.	XI A		X		
	F. V.	XI A			X	
	V. I.	XI A		X		
	D. M.	XI B				X
	H. U.	XI B			X	
	J. C.	XI B		X		

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	O. P.	XI B	X			
	F. R.	XI C		X		
	O. I.	XI C		X		
	P. T.	XI C			X	
	Z. A.	XI C				X
	A. H.	XI D		X		
	F. T.	XI D			X	
	G. T.	XI D		X		
	V. P.	XI D	X			
	A. G.	XI E		X		
	F. N.	XI E			X	
	G. R.	XI E		X		
	H. O.	XI E	X			
	L. I.	XI E		X		
	R. T.	XI E			X	
	C. T.	XI F				X
	J. T.	XI F		X		
	L. P.	XI F	X			
	C. I.	XII A		X		
	F. T.	XII A	X			
	J. I.	XII A		X		
	A. A.	XII B	X			
	B. H.	XII B		X		
	H. I.	XII B			X	
	D. U.	XII B				X
	J. C.	XIIC			X	
	H. V.	XIIC		X		
	Z. L.	XIIC		X		
	D. E.	XII D	X			
	G. T.	XII D		X		
	J. C.	XII D			X	
	L. P.	XII E				X
	N. F.	XII E		X		
	O. P.	XII F	X			
	R. E.	XII F		X		
	A. S.	XIIIF			X	
	C. U.	XIIIF		X		
	I. L.	XIIIF		X		

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Table no. 2. Enrolled, confirmed and promoted students

No.	Class	Enrolled students	Confirmed students	Promoted students	Promotion level %
1.	IX A	28	28	28	100,00
2.	IX B	28	28	27	96,43
3.	IX C	29	29	24	82,76
4.	IX D	28	28	21	75,00
5.	IX E	30	30	19	63,33
6.	IX F	26	26	26	100,00
7.	IX G	28	28	18	64,29
8.	X A	30	30	27	90,00
9.	X B	30	30	19	63,33
10.	X C	29	29	28	96,55
11.	X D	26	26	14	53,85
12.	X E	32	31	21	67,74
13.	X F	27	26	25	96,15
14.	X G	29	29	18	62,07
15.	XI A	25	24	24	100,00
16.	XI B	30	30	28	93,33
17.	XI C	19	19	13	68,42
18.	XI D	21	21	19	90,48
19.	XI E	23	21	19	90,48
20.	XI F	26	21	12	57,14
21.	XII A	29	29	27	93,10
22.	XII B	29	29	29	100,00
23.	XII C	27	27	25	92,59
24.	XII D	27	27	19	70,37
25.	XII E	22	21	14	66,67
26.	XII F	21	21	17	80,95
27.	XII G	23	22	17	77,27
28.	XIII F	22	17	17	100,00

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Table no.3. Promotion level - Theoretical high-school and Technological high-school

	Enrolled students	Confirmed students	Promoted students	Promotion level %
Theoretical high-school	435	434	372	85,71
Technical high-school	309	293	223	76,11
Total	744	727	595	81,84

Table no 4. Absences in order of classes

No.	Class	No. of students	Absences	Absences/student	Position
1.	IX A	28	23	0,82	28
2.	IX B	28	187	6,68	22
3.	IX C	29	80	2,76	26
4.	IX D	28	182	6,54	23
5.	IX E	30	999	33,30	5
6.	IX F	26	343	13,19	10
7.	IX G	28	1229	43,89	1
8.	X A	30	165	5,50	25
9.	X B	30	515	17,17	9
10.	X C	29	167	5,76	24
11.	X D	26	184	7,08	20
12.	X E	31	809	25,45	6
13.	X F	26	348	13,16	11
14.	X G	29	985	34,19	3
15.	XI A	24	184	7,61	18
16.	XI B	30	69	2,30	27
17.	XI C	19	241	12,68	12
18.	XI D	21	170	8,10	16
19.	XI E	21	768	34,10	4
20.	XI F	21	173	8,18	15
21.	XII A	29	358	12,34	13
22.	XII B	29	230	7,93	17
23.	XII C	27	205	7,59	19
24.	XII D	27	182	6,74	21
25.	XII E	21	522	24,30	7
26.	XII F	21	750	35,71	2
27.	XII G	22	198	8,84	14
28.	XIII F	17	293	17,24	8

Data analysis, processing and interpretation

Following the centralization of the data, we have found the following:

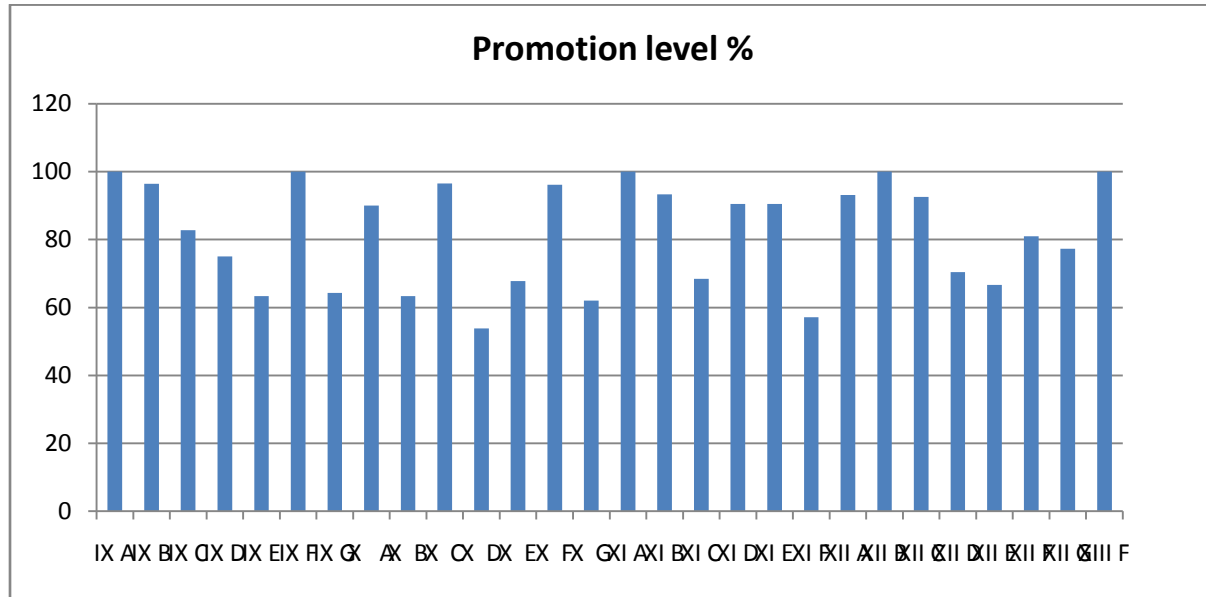


Figure no. 1. Promotion level by classes

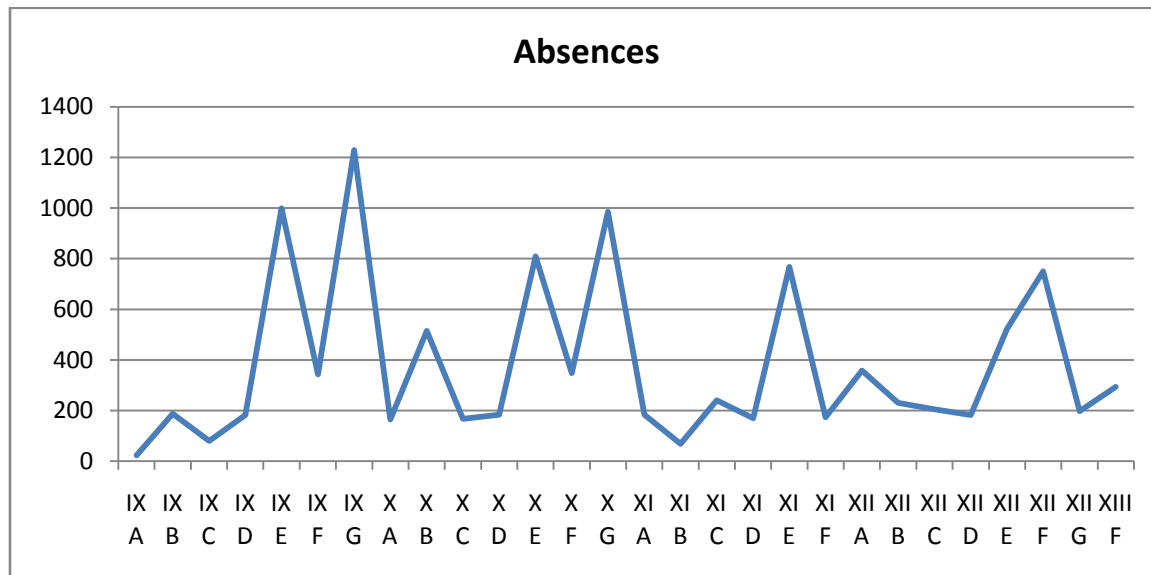


Figure no. 2. Absences by classes

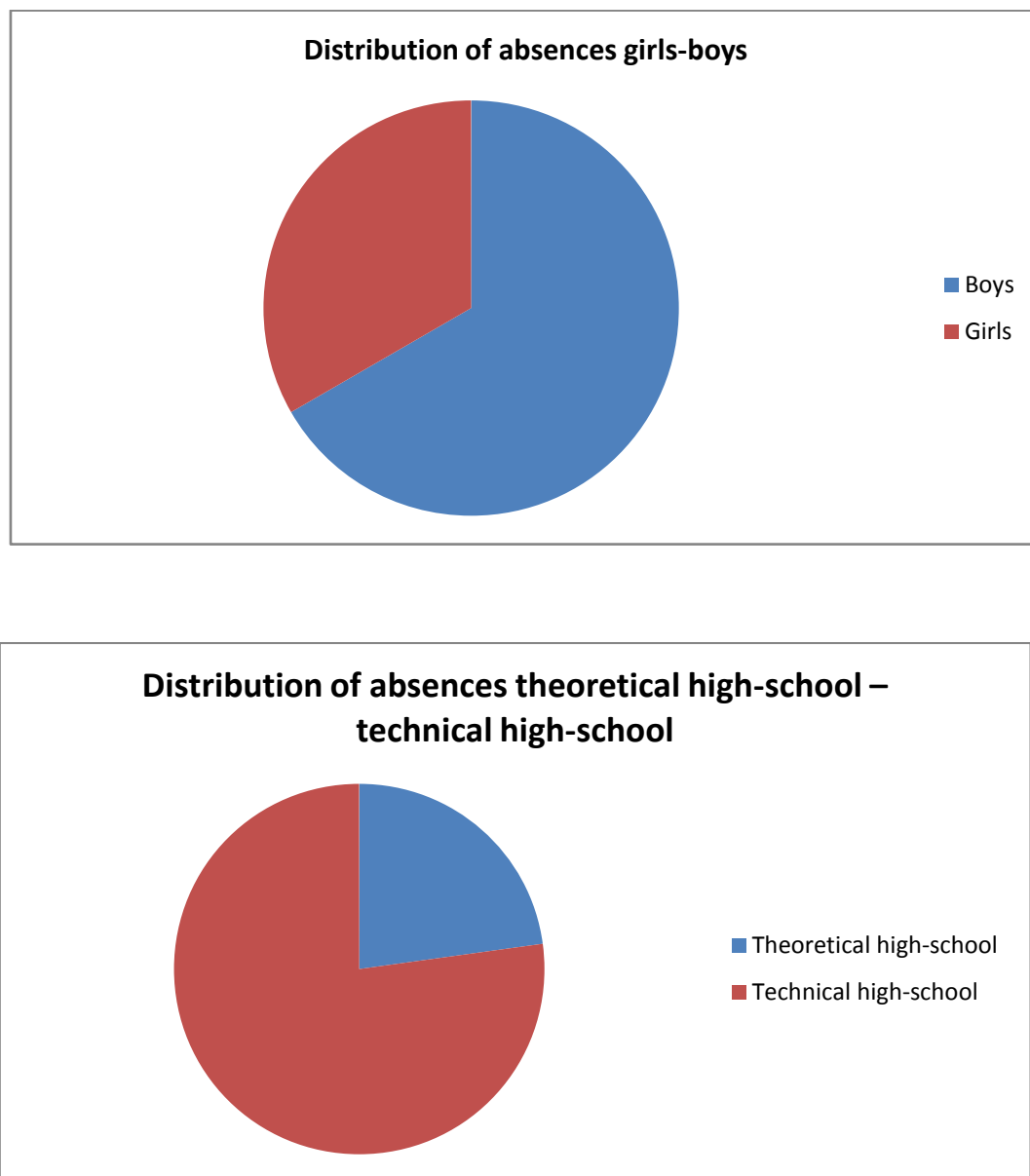


Figure no. 3. Distribution of absences

CONCLUSIONS

At the beginning of the school year, 2014, there were enrolled 744 students.

Confirmed	727 students
Withdrawn	17 students
Promoted	595 students, of which:
Averages between 5-6,99	142 students
between 7-8,99	345 students
between 9,00-10	108 students
Failed	123 students, of which:
1 object	68 students
2 object	27 students
3 object	20 students
4 object	17 students

The research we conducted has generated the following conclusions:

- All the classes comprise students with greater or smaller financial problems. In other words, the students with parents whose financial problems are greater were equally distributed in all the classes.
- The students of the Technical High-school have a greater number of absences than the students from the Theoretical High-school.
- Boys have a greater number of motivated/ unmotivated absences than girls.
- The students in the 11th grade have considerably more absences than the students in the other grades.
- Most students from our high-school, 345 students have averages between 7-8,99, 108 students have averages between 9-10 and 142 students have averages between 5-6,99.
- The promotion percentage for the classes is the result of the parents' involvement in the educational act and motivating the students for learning.
- The students coming from low-income families have lower self-esteem, are afraid of negative evaluation and have a different thinking style compared to their colleagues. At the same time, their ability and availability for physical and intellectual effort is smaller.
- Children coming from low-income families are more exposed to a greater level of poverty than their colleagues. Given these findings, the general research hypothesis has been confirmed.

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Examining the Relationship between Borderline Personality Traits and the Level of Craving for Methamphetamine Use among Men and Women

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ABSTRACT

Objective: The present study is conducted with the aim of examining the relationship between borderline personality traits and the level of craving for use in individuals dependent to stimulant drugs. **Methods:** The study is descriptive and correlational. 114 male and female Methamphetamine users, who got the highest scores in Borderline Personality Questionnaire in screening stage, were selected and the craving for use was evaluated in them using Visual Index Scale of Assessing Craving for Use. Data were analyzed using independent t test and Pearson test. **Findings:** Results showed there is a positive significant relationship between borderline personality traits and the level of craving for use. Also, there is a significant difference between the severity of symptoms and craving for use and sex. That is, women scored higher in both components. **Conclusion:** The present findings can help to take measures in the field of addiction treatment and personality characteristics deserve to be considered in planning appropriate interventions.

Keywords: *Borderline Personality Disorder, Craving For Drug Use, Drug Abuse, Methamphetamine, Addiction*

Addiction is a comprehensive and one of the significant problems to be considered. A brief look at the statistics further pointed out the importance of this phenomenon. More than half of the incoming population in the prisons is drug users (Farnia, Ebrahimi, Shams, Zamani, 2010) and it is estimated that thirty-five million people worldwide consume methamphetamine (Degenhardt, 2012). The reports of the World Health Organization show that there are about two million drug addicts in the world and the highest incidence of addiction is in Iran with 8.2 percent (Rezai, Delaware, Najafi, 2011). Methamphetamine due to its growing has become a challenge in the health sector in Iran (Alammehrjerdi, Alasdair, Noroozi, 2013). Unfortunately, a dramatic spread

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of methamphetamine use in many countries of the world has been observed in recent years (He, Xie, Tao, Su, Wu, Zou et al, 2013).

In Iran, the use of methamphetamine has increased 150 times between 2008- 2005 (Radfar, Rawson, 2014). With the increase in Iran's domestic production of methamphetamine laboratory in the last five years, the price has been declined up to one-fifth and according to the unofficial statistics its use in Iran is in the second or third place most widely used material (Shariat, Elahi, 2010).

Methamphetamine is associated with the release of neurotransmitters adrenaline, dopamine and serotonin (Collins, Schlosburg, Lockner, Bremer, Ellis et al, 2014) and affects the central nervous system (Lea, Mao, Bath, Prestage, Zablotska et al, 2013; Volkow, Fowler, Wang, Shumay, Telang et al, 2010). One of the main questions for psychologists and researchers in the field of addiction is that if certain personality traits differentiate the addicts from ordinary people and if addiction is rooted in more fundamental structures. And whether the traits and characteristics are due to the changes have been created due to drug use for a long time or they were present before drug abuse.

According to some researchers, the personality traits and attributes that reported resulting in alcoholics were perhaps one of the first scientific attempts to describe the addicted personality. Lack of emotional and biased attributes to those who have a role in a person's life, low tolerance of failure, guilt and confusion of sexual roles are among the features that have been mentioned in various studies. According to Fischer, Elias and Ritz (First, Spitzer, Gibbon, Williams et al, 2002), two personality traits of high neuroticism and low conscientiousness play an important role in infection and frequent recurrence after treatment in these patients.

Saduck and colleagues in the Kaplan Comprehensive Textbook of Psychiatry have stated that in various studies, about 30 and 60 percent of patients with drug abuse had diagnostic criteria for antisocial personality disorder, while the figure is 2 to 3 percent in the general population (Kaplan, Sadock's, 2001). Two antisocial personality disorder and borderline role in the process of creating drug addiction and repeated relapse after remission has been noted by the clinicians. In terms of psychopathology, there is a close relationship between borderline personality disorder and drug abuse exists (Grant, Chou, Goldstein, Huang, Stinson, 2008) and drug abuses aggravate symptoms in these people. The prevalence of borderline personality disorder have been reported about 5-5.9 per cent in the general population (Zanarini, Horwood, Wolke, Waylen, Fitzmaurice, Grant, 2011) and 25-15% in clinical populations (Gunderson, 2009). Borderline personality disorder is a B category disorder. Looking at the clusters of personality disorders we find that cluster B has the highest correlation with drug abuse disorder (Daly, 2005), antisocial personality disorder and narcissistic (Grant et al, 2008).

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This category of disorders is expressed with impulsivity, transient emotions and self-destruction (Narud, Mykletun, Dahl, 2005). Other symptoms of this disorder include rapid change scenarios in temperament, impulsivity and self-harm behavior, unstable self-perception, unstable and intense interpersonal relationships and physical and sexual abuse (Wingenfeld, Rullkoetter, Mensebach, Beblo, Mertens et al, 2009). People with borderline signs (or characters), although have a number of features, but because their scores are lower than the cut-off point, they cannot be distinguished as having borderline personality disorder (Millon, 2004). There is a strong relationship between drug abuse and borderline personality disorder (Skodol, Gunderson, Pfohl, 2002). Several studies have approved the correlation between borderline personality disorder and drug abuse (Trull, Sher, Minks-Brown, Durbin, Burr, 2000).

The prevalence of drug abuse in patients with borderline personality has been reported 0.39 to 0.84 with the mean of 0.67 (Zanarini, Frankenburg, Dubo, Sickel, Trikha et al, 2014). It is believed that the high correlation between borderline personality disorder and drug abuse is due to a causal relationship (Verheull, Ball, vanden Brink, 1997). In one study, 32 percent of patients taking cocaine (Weiss, Mirin, Griffin, Gunderson, Hufford, 1993), 13% of those participating in alcohol rehab program and 17% of patients with multiple usage patterns (Nace, Saxon, Shore, 1983) were diagnosed with borderline personality. In the study of Links and colleagues (Links, Heslegrave, Reekum, 1999), it was shown that these two groups were not significantly different from each other in terms of social harmony, affection, psychotic symptoms, interpersonal problems and functional problems. In addition, the indicators of impulsivity explain part of the relationship between borderline personality disorder and drug abuse (Skodol, Gunderson, Pfohl, 2002). Biologically, people with borderline personality disorder are born with a primary biological vulnerability in emotion regulation (Linehan, 1993) and inability to manage emotions play a role in the onset of drug abuse (parker, Taylor, Eastabrook, Schell, Wood, 2008). Neuropsychological studies indicate damage in executive functions, decision-making and tendency to cognitive distortions in patients with borderline personality disorder (Mak, Lam, 2013) which are mainly driven by the frontal lobe, the part that is responsible for the phenomenon of craving in these patients. The concept of craving is one of the most important cognitive foundations of knowledge for drug abuse and it can be considered as the most important elements of drug abuse (Ekhtiari, Mokri, Abharian, Daneshmand, Tabatabaii, Alammehrgerdy, 2008).

In the process of treating therapy after the addicted person reaches avoidance, temptation and a penchant for re-using experience and gradually reduced over time but rarely disappears altogether and is the cause of treatment failure (Abrams, 2000). Relapse is the result of an indifference to the future consequences of drug use and reflects the defective decision-making process (Bechara, Dolan, Denburg, Hindes, Anderson, Nathan, 2001), which represents a failure in the frontal cortex of these patients (Goldstein, Volkow, 2002). Despite knowing about the consequences of traumatic abuse, greed is considered as a subjective or conscious experience

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(Ekhtiari, 2008) and from among the consequences of unmet craving; one can point to the loss of appetite, weakness, insomnia, aggression and depression (Avants, Margolin, Kosten, Cooney, 1995).

Craving is affected by the scenarios, associated stimuli and demographic characteristics (Verheul, Brink, Greelings, 1999).

Personality differences reflect the relationship between personality traits and craving in alcohol and cocaine consumers (Zilberman, Tavares, El-Guebaly, 2003). According to what mentioned above, people with borderline personality traits can be considered as those tending to addiction. These characteristics can consequently call craving and subsequent faults in these patients. Therefore, correlation of the personality traits and craving are clinically noteworthy.

Given the importance of this relationship, the present study tries to examine these two structures as the relationship between borderline personality features and the index of consumer craving in male and female users of methamphetamine.

METHODOLOGY

The present study is a descriptive correlational survey. The study population includes all men and women addicted to methamphetamine that visited to one of the rehab centers during the spring of 2015 and were treated on the basis of psychiatric diagnosis using Structured Clinical Interview for DSM- IV by a clinical psychologist and were dragonized to have drug abuse and were treated at this center. After the implementation of screening, 114 of the patients (73 males and 41 females) who had the highest and lowest scores according to a given cut-off point were selected from among the population, and then completed the craving questionnaire. Ethical standards of the research included the privacy of the participants, protection of their welfare and comfort, the written informed consent about participating in the sessions and the possibility of leaving the research at any stage of the study was provided for all the participants. The inclusion criteria were: 1) age range of 25-45 years old 2) Minimum level of education, ability to read and write 3) addiction experience between 5-15 years 4) the amount of usage (between 0.5 to 1 g per day). Exclusion criteria also included: 1) dependence on other drugs at the same time 2) retardation or severe mental disorders 3) severe physical illness. In addition, two groups were homogenized in terms of age, social class, severance and similar dose of methamphetamine dependence and the possible effects of these variables were removed on the dependent variable. In this study, a demographic questionnaire, the Structured Clinical Interview for DSM IV.DSM- (SCID) and video questionnaire were used to measure craving.

RESEARCH INSTRUMENTS

In this study, a demographic questionnaire, Structured Clinical Interview, borderline personality questionnaire and a visual indicator of measuring craving was used.

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-Demographic questionnaire

Demographic questionnaire was used by the researcher to collect personal information such as age, education, socioeconomic status, history of illness, history of drug use and treatment duration.

-Structured Clinical Interview

Structured Clinical Interview for disorders (DSM IV (SCID)) is a clinical interview used for the diagnosis of the Axis I disorder based on DSM - IV. Inter-rater reliability for SCID has been reported as 0.60 (First et al, 2002). Diagnostic agreement of this instrument in Persian for most specific and general diagnosis has been proper with higher reliability of 0.60. The Kappa coefficient for the entire current detection and diagnosis obtained during life has been 0.52 and 0.55, respectively (Sharifi, Assadi, Mohammadi, Amini, Kaviani, 2009).

-Borderline Personality Inventory (BPI)

Borderline Personality Inventory (BPI) has been designed based on Kernberg's concept of borderline personality organization and diagnostic criteria for DSM - IV. The questionnaire has four subscales of identity diffusion, the impaired primitive defense mechanisms, reality testing and fear of intimacy. This questionnaire has been validated by Mohammadzadeh and Rezaei (Mohammadzadeh, Rezaei, 2011) on the Iranian sample. Accordingly, the concurrent validity, internal consistency of the subscales with the entire scale and with each other was 0.70, 0.80 and 0.71, respectively and test-retest, internal consistency and split-half reliability of it was 0.80, 0.83 and 0.85, respectively. Therefore, proper validity and reliability have been reported for this scale.

-Video index of measuring craving

Video index of measuring craving with the use of visual stimuli causing the craving is a tool to evaluate craving in addicts. The test contains 12 images, two of which are foil. After presenting images, the patients are asked to rate themselves on a scale of craving calls at 100-0 specify. This amount can be used on a continuum from "no" to "very high". This test was made by Ekhteyari et al (Ekhtiari et al, 2008) in 1998 and the performance and efficiency has been confirmed as Five Visual assessment of craving in opioid addicts.

RESULTS

The collected data were analyzed using the indices of mean, standard deviation, t-test, Pearson Correlation Coefficient and by help of SPSS software version 18.0. The results of data analysis are shown in the tables below. Table 1 shows the mean and standard deviation of the participants in borderline personality and carving for use. From among 114 participants in the study, 73 were

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male and 41 were female. The age range of the female participants was 26 to 37 years old with a mean of 31 and the age range of the male participants was 25 to 34 years old with the mean of 34. Distribution of the participants based on marital status and educational level is presented in the table 1. The results in Table 2 indicate that borderline personality traits are associated with craving so that the borderline personality symptoms in women were more than men. In addition, there were statistically significant differences in the index of craving in male and female participants. According to the data in Table 1, there were significant differences in female borderline personality traits scores with scores of men in this indicator. There was also a significant difference between two genders in terms of carving. On the other hand there was a significant relationship between the two components of craving and the borderline personality, ($r=0.26$, $p=0.001$). In addition, there was a significant relationship between the time to avoid drug and craving, ($r= -0.14$, $p=0.05$). Thus, both borderline personality index and the craving in women was more than those in men.

CONCLUSION

This study aimed to investigate the relationship between personality traits and craving for methamphetamine-dependent individuals. The results showed that there was a relationship between these two components. Literature review was in line with the results of this research. However, no similar study was found in the literature review on the issue but the previous research has confirmed the relationship between borderline personality disorder and drug abuse. In the study of Tsarina and colleagues investigated the personal traits of those consuming cigarette marijuana, cocaine and heroin. Smokers had high scores on the neurotic index and obtained low scores on the duty components. Consumers of marijuana obtained high scores on openness to new experiences, but their neurotic scores was at average level and cocaine and heroin consumers had similar profile and both obtained high scores on neuroticism and low scores on duty. The studies confirmed that there was a relationship between neuroticism and impulsivity characteristic of opioid addicts (Powell, Gray, Bradley, Kasvikis, Strang et al, 1990) and also there was a positive correlation between neuroticism and introversion with craving in alcohol-dependent individuals (McCusker, Brown, 1991). Craving for drug (Millon, 1996) and poor emotional regulation (Wingenfeld et al, 2009) can be enumerated as the obvious traits of borderline personality disorder. Since the emotion structure is one of the important component in terms of the etiology of addiction, people with high emotional control ability, through the use of appropriate coping strategies, show more resistance to the drug abuse (Trinidad, Johnson, 2002), However, low levels of emotional control are associated with drug abuse (Doran, McChargue, Cohen, 2007). Patients with borderline personality disorder regulate their own emotional levels often through radical strategies (Klonsky, Muehlenkamp, 2007) and this process is defective in emotion regulation is related with a tendency to drug and alcohol (Cyders, Flory, Rainer, Smith, 2009; McCauley, Calhoun, 2008; Rolison, Scherman, 2002). In a study, Storemark and colleagues (Storemark, Laberg, Nordby, Hugdahl, 2000) in the form of cognitive therapy, with the goal of controlling craving in alcohol-dependent individuals, attempted to control their desire

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in the face of provocative stimuli. In this study, the incidence of craving in subjects showed a significant negative correlation with duration of abstinence and consequently, the age of the subjects. This finding was in line with the findings of the present study and findings of the study by Zilbermann et al (Zilberman et al, 2003). Ekhteyari (2008) in a study found that personality trait was an important factor in the amount of consumption and demographic factors were the predictive component in the craving. In a study, the craving and its relationship with mood periods was examined (Schlauch, Gwynn-Shapiro, Stasiewicz, Molnar, Lang, 2013). The results showed that people with high levels of negative emotions in the face of provocative clues showed more craving while the positive emotions were associated with avoiding these stimuli. Due to importance of craving, worth mentioning studies were done about the role of research in dependence relapse (Ekhteyari, 2008; Mokri, Ekhtiari, Norozi, Farnam, Ehterami, Meshkini, 2008; Hassani Abharian, Ekhtiari, 2008). Zilbermann and colleagues (Zilberman et al, 2003) in a study examined the relationship between personality traits and craving in alcohol and cocaine consumers. Their findings indicated that there was a relationship between these two variables. Varhill et al (Verheal et al, 1999) also in their study examined the important role of personality differences in the craving. By examining responses to stimuli craving, they found that there was a relationship between the intensity of craving and personality traits. In line with these findings, Paul, Bradley and Gray (Powell, Bradley, Gray, 1992) in a study examined the relationship between impulsivity and craving in opiate addicts. This study examined the relationship between borderline personality traits and craving index among the methamphetamine dependent male and female. The findings in the research in line with the literature showed the relationship between the two. There was a significant negative relationship between two indices of avoiding and the craving in line with previous research. In addition, the index of the border personality traits and craving of women showed a significant difference, which indicated the abundance of these two indicators in the women's sample. One of the difficulties of this research is the limitation on the cloning. Further, the research conducted in this area by examining consumer opioids could be targets for future research.

LIMITATION

The findings of the study had several limitations. The most significant of these restrictions were: (1) due to the small sample size, the findings should be interpreted as preliminary results; and this condition has significantly limited the reliability and effect of statistics; (2) the cross-sectional nature of the study limits the overall conclusion and comprehensive forecast (3) using a self-report assessment in sensitive subjects often tend to create a favorable social image and thus, using self-reporting is associated with possible bias.

Conflict of Interests

The Authors have no conflict of interest.

Authors' contribution

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Pirnia B were responsible for the study concept, design and contributed to the acquisition of experience data and data analysis and interpretation of findings, Asadi R provided critical revision of the manuscript for important intellectual content. Pirnia B critically reviewed content and approved final version for publication.

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Table 1: distribution of the participants in the two groups separated based on education and marital status

frequency	High degree school and lower	Bachelor degree and higher	single	married
number	75	39	36	78
percent	65/8	34/2	31/26	68/74

Table 2: comparison of the scores for borderline personality and carving for drug abuse based on gender

variable	male	female	df	Sig.	T
Borderline personality	18/19 ± 1/69	54/13 ± 3/24	114	0/03	3/09
Carving for drug abuse	17/94 ± 1/35	18/02 ± 1/37	114	0/01	-3/34

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A Study of the Attitude of Senior Secondary Students of Baghpat (U.P.) Towards English as a Medium of Instruction

Dr. Bobinder^{1*}

ABSTRACT

The objective of this study was to compare of attitudinal difference in boys girls, rural & urban and poor & rich family towards English as a medium of instruction. A random sample consisted of 100 subjects from five senior secondary schools of Baghpat district of Uttar Pradesh. In the present research work Baghpat was the field of study. Survey method was used in the present research work. Attitude scale has been used for this research work. The arithmetic mean, S.D. and f-ratio were used for statistical analysis. Some study of abroad and some studies in Indian were selected for this research work. The results show that the rural students have more positive attitude than urban students towards English as a medium of instruction.

Keywords: *Language, Attitude, Senior Secondary Students, English Medium of Instruction.*

Language Man is a social being and he wants to interact with his own views and ideas with others in human life language have manifold importance He wants not only to express him but also to listen and understand the feelings of others. This interaction is the necessity of social life and it is possible only through language. Everyone from birth to death makes use of it. It is the most distinctive human activities. Language is more than the apparently simple stream of sound that flows from the tongues of the speaker. The word "*language*" has been derived from the latin word '*lingua*' which means tongue. French word '*langua*' and '*parole*' is also related to language. Language is an essential part of human life. Language is a science and literature is an art. Language is a means or verbal medium for expression or communicating ideas, feelings, experiences and realizations.

Language is used for the verbal interaction. Language is verbal as well as non verbal. Non verbal language is also known as body language or silent language. Language requires four skills-speaking, writing, reading and listening. The accuracy of language is depends on the knowledge of grammar and correct pronunciation, correct spelling, correct reading and listening "Malinowski" defined language as, "a type of speech in which ties of union are created by a mere exchange of words". 'O' Jespersen' define language as "a set of human habits, the purpose of which is to give expression to thought and feelings" Allen writes, "language (to quote Ben

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Jonson) most shows a man speak, that I may see there" Block and Trager write: "A language is a system of arbitrary vocal symbols by means of which a social group operates." Plato writes, "Ideas and feelings are the realizations but when these are revealed, through mouth is known as language."

Attitude

Attitude is tendency by which one accepts or rejects the ideas or accepts good things or rejects bad things. It is a relatively stable and enduring predis position to behave or reject in a certain way toward persons, objects, institutions or issues.

Senior Secondary Students

Students who are studying in XI and XII class and their age ranges between 16+ to 19+ years are considered senior secondary students for the present study.

English Medium of Instruction

English medium of instruction for the purpose of the present investigation may be defined as a systematic organization and presentation of selected and summarized instructional material of different subject in a senior secondary school

Statement of the Problem

The present study has been titled as, *‘A Study of The Attitude of Senior Secondary Students of Baghpat (U.P.) Towards English As a Medium of Instruction.’*

OBJECTIVES

To find out the attitudinal difference of senior secondary girls and boys science stream students toward English as a medium of instruction.

1. To find out the attitudinal difference of senior secondary rural and urban science stream students towards English as a medium of instruction.
2. To find out the attitudinal difference of senior secondary science streams students belonging to rich and poor family towards English as a medium of instruction

HYPOTHESIS

1. There exists no significant difference between the attitude of girls and boys of science streams students towards English as a medium of instruction.
2. There exists no significant difference between the attitude of rural and urban science stream students towards English as a medium of instruction.
3. There exist no significant differences between the attitude of senior secondary science stream students belonging to rich and poor family toward English as a medium of instruction.

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Sample

A sample is a subset of the population to which the researcher intends to generalize the results. The main purpose of research is to discover the principles that have universal application. But to study whole population to arrive at generalization would be impractical if not impossible. Since it has been reported that even if a small representative sample can be drawn from entire population then the parameters are easily represented and estimated by the sample statistics. It is important to know that the data collection has to be restricted to a sample, which becomes representative of the whole. The population of the present study constituted of 100 boys and girls from 5 schools of Baghpat district of Uttar Pradesh. In the present investigation, Baghpat was the field of study. As far as population for this work was concerned, 5 schools of Baghpat were taken up. But it was not possible for the researcher to include all the schools of Baghpat within the purview of the present study. So a sample of 100 boys and girls was picked up on random basis from 5 schools of Baghpat.

Design of the Study

Methods of research are sometimes determined by the theory underlying the problem of the study, objective of the study, resources of the investigator etc. This study is based on survey method. The researcher reviewed all the research strategies and methods and found that neither historical, philosophical, genetic and case study nor the experimental research method can be called appropriate for the present study. In view of the purpose of this study only the survey method was considered most appropriate. Survey method is concerned with conditions or relationships that exist, practices that prevail, beliefs, points of view or attitude that are held, processes that are going on effects that are being felt or trends that are developing. Thus, survey method presents the picture of prevailing condition of a particular time. The picture of certain conditions, trends, practices or beliefs may be obtained either from survey of the entire population or inferred from study of a sample group carefully selected from the population. It may be described as a limited population which is the group under condition.

Tools Used

For each and every type of research one needs certain instruments to gather new facts or to explore new fields. The selection of the suitable instruments or tools is of vital importance for collection of data and it depends upon various considerations such as objective of the study the amount at the disposal of the easiness to interpret the result and the like. Keeping these things in view, the investigator developed the following tool for the present study.

Development of Attitude Scale

In order to assess the attitudes of the students, the attitude scale was developed by the investigator. The procedure of development of the scale followed usual steps which have been described in the sections to follow.

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Preparation of First Draft

The blue print of the scale was prepared which, after passing through the stages underneath, formed the first draft of the scale. These stages were item formulation item selection and item analysis. The description of these stages has been given in the proceeding paragraphs.

- a) Item formulation: The items were formulated from different sources via, relevant literature, interview with senior secondary students, discussion with experts in the field of attitude scale construction. On the basis of discussion, a blue print was prepared which consisted of 70 items.
- b) Item Selection; the list of items, so prepared, was reviewed. First of all, these items were seen from the angle of language. The items which were having some ambiguous language were either modified or dropped. Then, the preliminary list of 58 items was given to three judges. They were requested to point out the items which were in duplicate or overlapping. After having the suggestion of these judges some of the items were defected and in some items modification was done.
- c) Item Analysis: The first draft of 40 items was administered to 10 students of senior secondary class of Baghpat District of Uttar Pradesh. The students were asked to give their opinion regarding English as a medium of instruction. After the completion of questionnaire it was found the some of the items were not clear to the students. Therefore some modifications were done on there items. On the basis of these results, the final draft consisting of 25 statements was prepared.

Validity

The face validity method was employed to validate the attitude scale. The face validity of the scale was established through discussion of the statements with the experts. On the basis of their unanimous suggestions and agreement, the face validity of the scale was established.

Collection of Data

The data were collected by administering the tool mentioned in the preceding paragraphs. After completing all the formalities for the present study the investigator went to the principals of the concerned institutions and introduced his self and sought their permission before administering the tests. The nature and purpose of the study was explained. At the time of actual administration of the scale necessary steps were taken to control and minimize and quessing habits of the students. For this purpose, the subjects were also told that it was only a survey for research purpose and their responses would be kept confidential and therefore, they should be frank, bold honest and sincere in answering the questions. It was further told that there was no right or wrong answer to any items. Then scale were the collected.

Scoring

In the scoring procedure **Likert's** method was used. In this method a number of statements regarding the issue have to be corrected. The subject is asked to indicate the degree or the strength of his attitude towards each statement on a five point scale: Strongly agree, Agree,

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Uncertain, Disagree, Strongly disagree. These answers are assigned numerical value running from 5-1 to 1-5 accordingly as the response is favorable or unfavorable. Thus, high scores indicate a favorable attitude. The individual score on a particular attitude scale is the sum of all his ratings on each of the items on scale. Since attitude scale consisted of 25 items the possible maximum and minimum scores that could be obtained on it are 195 and 1 respectively. Students who will score 63 or more than 63 scores would be said to have positive attitudes towards English as a medium of instruction.

Statistical Techniques

Analysis of data for the present investigation has been carried out in conformity with the objectives and hypotheses as formulated by the investigator. The main purpose of the study is to find out the attitudinal difference of senior students (boys and girls) belonging to various streams towards English as a medium of instruction. After collection of the data the analysis was carried out easier. For analysis and interpretation, following statistical techniques were used-

- a) The measure of central tendency- Arithmetic mean
- b) The measure of Dispersion- Standard Deviation
- c) F-ratios

Chan (1999) conducted a study on the present status of Chinese English language in Hong Kong. He concluded that the place of mother tongue depended quite heavily on the business, academic and professional values. **Phillipsion** (1998) claimed that English performed a crucial role in peripheral English countries. He argued that English bore a social stratification function. A good proficiency in English was a necessity for upward mobility and privileged position in a society. **Lafayettee** (1996) found that language proficiency is most important component of context knowledge of the foreign language teacher. **Holm** (1996) conducted a study on the effect of first written language on the acquisition of English literacy. He examined the relationship between first and second language literacy by identifying the skills and process developed in the first language that were transferred to the second language. The performance of 40 university students from the people's republic of China, Hong Kong, Vietnam and Australia were compared on sense of that assessed phonological awareness and reading and spelling skills in English.

Batstone (1997) conducted a study on learning to work together in a third grade bilingual classroom. Developing students English language process adds significant dimensions to any teacher's objective and tasks. The author's goal in his Spanish English bilingual 3rd grade class in bilateral, that is full competency in English and Spanish **Peuton** (1997) found that a good foreign language teacher need "a high level of language proficiency in all of the modalities of the target language speaking, listening, reading and writing". **Buschenhofen** (1998) assesses the attitudes towards English among year 12 and final year university students in Papua New Guinea (PNG). The result indicated a generally positive attitude by both towards English and some significant attitudinal differences in relation to specific English language contexts. **Lightbown** (2004) writes

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that the most important reason for incomplete acquisition in foreign language classroom setting is probably for contact with the language. **Nolan** (2010) investigated whether two factors, i.e., a) the attitude of students towards quantitative technique as a service subject, b) English language ability of students and mathematical ability of students. The result suggested that the students perception of their prescribed textbook in quantitative techniques, they did not perceive the understanding of the English formulations and explanation as their main concern. **Manfat** (2011) conducted a study on the role of integrative motivation in the achievement of English languages learner in Hong Kong. Taken together findings from both qualitative and quantitative data of the present study gave a consistent picture that instrumental goals, especially future career development and meeting more varied people with career related purposes are more important than integrative goals such as appreciating British arts and literature. This confirmed previous findings that Chinese people tend to be more instrumental in their motivation towards learning English as a second language. **Lies** (2012) presented the result of a research project carried at the University of Leuven (Belgium) in valuing students and lecturer from 7 different academic disciplines and inquiring into the nature and weight of the factors that may hampered the successful introduction of English and the medium of instruction.

Mohan (1998) conducted a study to find out the relationship of some socio psychological factor (attitude and motivation) and linguistic attitude to English language learning of senior secondary classes with reference to types of schooling. The result shows that a few aspects of attitudes and motivation showed an significant correlation to some aspects of English learning. It was generally noted that attitudinal variables failed to have significant explanatory variance in achievement in English. Both the "attitudinal variables" should more significant explanatory variance in achievement in English as a foreign language than attitudinal variables. **Sankasrappan** (1999) made an attempt to probe in to standard IX pupils attitudes and interest towards the study of the English language, perceptions of the effectiveness of their English teachers and its effects on their achievement. It was found that there was no significant difference between boys and girls in respect of their attitude towards the study of English. The relationship of the pupil's attitude and towards the study of English with their achievement in it was positive.

Mamta (2002) conducted a study on attitude of postgraduate students towards English as medium of instruction. She found that the female students have more positive attitude towards English to be adopted as a medium of instruction. The student of different socioeconomic status has an equal attitude towards English as a medium of instruction. There existed significant difference in the attitude of rural and urban students towards as a medium of instruction. The science and commerce student had similar attitude towards English as a medium of instruction. **Bai** (2010) made an attempt to study the attitude of higher secondary students toward the study of English. In that study it was found that 79.69% of the entire sample (217) of higher secondary

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students have favorable attitude towards the study of English and only 19.43% of them have a relatively unfavorable attitude towards it.

RESULT AND DISCUSSION

Table No. 1. Difference between the senior secondary girls and boys students-

Students	Mean	S.D.	F-ratio	L.S.
Girls	90.2	16.84	2.29	N.S.
Boys	82.04	18.81		

It can be observed from table no 1 that the mean of the senior secondary students towards English as a medium of instruction is found to be 90.2 and 82.04. The S.D. of girls and boys students 16.84 and 18.81 respectively. The F-ratio between these two groups is found to be 2.29 which is not significant. It indicates that there is no significance difference between the attitude of girls and boys students towards English as a medium of instruction. So, hypothesis no one is accepted

Table No 2. Difference of attitude between rural and urban students-

Area	Mean	S.D.	f-ratio	L.S.
Rural	90.00	18.31	2.80	**
Urban	80.16	16.75		

< * = 0.05 ** = 0.01

It can be observed from the table no 2 that the mean of the senior secondary students towards English as a medium of instruction is found to be 90 and 80.16 respectively. The S.D. of rural and urban students is found 18.31 and 16.75 respectively. The f-ratio between these two groups is found to be 2.80, which is significant at 0.01 level of significant. It indicates that the rural and urban students have different attitude towards English as a medium of instruction So, hypothesis number two is rejected.

Table No. 3 Difference of attitude of senior secondary students belonging to rich and poor family-

Family	Mean	S.D.	F-ratio	L.S.
Rich	90.40	16.90	2.28	N.S.
Poor	82.20	18.98		

Table no 3 shows that the mean of the senior secondary students towards English as a medium of instruction is found to be 90.40 and 82.20. The S.D. of students belonging to rich and poor family is 16.90 and 18.98 respectively. The f-ratio between their true groups is found to 2.28 which are in significant at 0.01 levels of significance. The results indicate that there is no significant difference between both the groups. So, hypothesis number three is accepted.

Results of this study shows that girls students have the mean score 90.40 and S.D. 16.84 while the boys students the mean score 82.20 and S.D. 18.98. This shows that there exists not

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significant difference between attitude of girls and boys students. The mean of rural students was 90.00, S.D. was 18.31, while the mean and S.D. of urban students was 80.16 and 16.75 respectively. This shows that rural students have more positive attitude than urban students towards English as a medium of instruction. The mean of students belonging to rich family was 90.40 and S.D. was 16.90, while the mean and S.D. of students belonging to poor family was 82.2 and 18.98 respectively. This shows that there exists no significant difference between the attitude of rich and poor family.

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Impact of Contemporary and Western Dancing Styles on the Well

Being Levels of Young Females

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ABSTRACT

Introduction: Dancing is a powerful impulse and helps in channelizing ones energy. It serves different purposes for different individuals. Some seek entertainment with help of dancing whereas someone else might indulge in dancing because of the health benefits that come along. Various emotional can be attached to dancing and in turn it also caters to emotional needs of individuals. The purpose of this study was to study the impact of contemporary and western dancing styles on the well being levels of young females. **Methodology:** A sample of 80 females between 17-21 years of age was taken up for this particular study. The sample was divided equally into two groups of contemporary and western dancing styles. The Ryff Psychological Well Being Scale was used for administering the well being levels of participants' pre and post the dance training. **Results and Implications:** The results showed that there was no significant difference between the well being levels of individuals on pre and post dance training measures. There was no significant difference between the overall well being levels of contemporary and western dance training groups. Also, there was no increase in the well being levels of young females post the dance training.

Keywords: *Psychological Well Being, Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose In Life And Self Acceptance.*

Dancing can be described as the movement of the body, usually rhythmically with or without music, using prescribed or improvised steps and gestures. Dancing transforms images, ideas and feelings into sequences of movement that are personally and socially significant. When individuals move and dance, that movement allows them to discover, explore and develop their natural instincts for further movement, enabling students of dance to develop not only their motor skills but also their mental and emotional personalities.

Dancing has numerous benefits for participants. These benefits range from physical to psychological. Dancing involves emotions, social interaction, sensory stimulation, motor coordination apart from physical activities. All these together help in creating enriched environmental conditions for individuals. A number of studies have been conducted highlighting

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the positives that one receives due to indulging in dance activities. Dancing increases the daily amount of exercise and also helps in socializing with new individuals with similar interests. Increasing exercise automatically reduces stress levels, relaxes and makes our bone- muscles stronger. One additional benefit is that it helps with keeping in check our body weight. This is best for those individuals who might not consider themselves 'sporty' enough to indulge in sport activities or enroll themselves in gyms.

Well- being or welfare is a general term given for the circumstances of an individual or group, for e.g. their psychological, social, spiritual, emotional state. If an individual is high on well-being, it implies that his/ her experiences have been positive, whereas low well- being is associated with negative experiences.

Psychological well-being is a dynamic concept including subjective, social, and psychological dimensions as well as health-related behaviors. When discussing the notion of what makes life good for the individual living that life, it is preferable to use the term 'well-being' instead of 'happiness'. In a layperson's knowledge, popular usage of well being is related to health. A person high on well- being is also considered to be in a good health condition.

A person's well being is what is good for them. Health is one constituent of well being but not taken to be all that matters for an individual's well being.

According to Carol Ryff, psychological well-being is both a theory and measurement scale that she devised to know the levels of well- being of individuals.

1. Self- Acceptance: Self- acceptance means having a positive attitude towards one's own self and is an important aspect of an individual's well-being. When an individual accepts, acknowledges all the aspects of one-self and is aware of the positive and negative qualities, he/she feels content and accepts his/her past and helps to move on in the future.
2. Positive Relation with others: When an individual has warm, satisfying relationships with others with others and cares about their welfare, then a positive relation is maintained. Such individuals have better understandings of the give and take of the human relationships.
3. Autonomy: An autonomous person regulates his/her behavior from within and would evaluate self by a set of personal standards. Such individuals are determined and independent. It is the sense of uniqueness we have for our values, purpose and identity.
4. Environmental Mastery: when individuals make the best and efficient use of the surrounding opportunities they gain a sense of mastery and are competent enough in managing the environment. They can then choose areas best suited to their personal needs and values.
5. Purpose in Life: When individuals understand the purposes that they need to follow in their lives, they then have a sense of direction and are able to give meaning to present and past occurrences in their lives. They have as set aims and objectives which they strive to achieve.

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6. **Personal Growth:** It implies willingness to grow and expand in various aspects of life. A person willing to grow in life is open to new experiences and possesses the sense of realizing their potential. Individuals will then grow in a manner that would reflect more self- knowledge and effectiveness.

An individual's well being is also affected by various factors. These factors may be influenced by the individual differences. What affects one person's well being may or may not affect the well being of some other individual. *These factors maybe the following:*

- Individual characteristics
- Physical environment changes/ threats
- Social changes
- Economic factors
- Retirement and old age
- Change in social support system
- Changes in income
- Loneliness
- Changes in physical health

REVIEW OF LITERATURE

Researchers have shown that various type of dance hold the capacity to positively affect the psychological status of people. There are many areas in which dancing have proven beneficial. Various studies have focused on the role of dance in promoting general psychological well being.

Berryman-Miller conducted a study early in 1988 explored the effects of weekly dance intervention over a span of 8 months. The results found out that these intervention sessions had a noticeable positive impact on the well being and self concept of the participants. The experimental group displayed a stronger self-concept in the areas of physical and personal self.

Berney and Stickley (2009) studied the responses of the participants at the Young @ Heart project. In this project, weekly creative dance classes were provided for the participants. The researchers reported that the participants experienced various well being and social gains as a result of the creative dance classes. The participants gave positive responses when questioned on their feelings/emotions during the study. They felt an enhanced sense of self- confidence because of both, their feelings of physical gains as well as indulging in group activities. The participants also mentioned in a positive manner about the emotional stimulation that they experienced.

Kreutz and Clift (2009) studied the perceived benefits of dancing on 475 non-professional adult dancers and impact of amateur dancing on well being. Their results indicated that dancing helped these participants gain positive benefits on well being in various aspects. These benefits were

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also related to emotional, physical, social as well as spiritual dimensions. Such positive benefits also helped in enhancing the self esteem and coping strategies.

Brauninger(2014), along with her team of therapists presented an intervention study examining the correlation between specific Dance Movement Therapy (DMT) interventions and its role in the improvement of quality of life, managing stress and enhancing well being. The findings of the therapists revealed that a relationship exists between the variables and the use of Psychodynamic-oriented DMT. The study was concluded with the results indicating that specific DMT techniques can improve the well-being of individuals.

Goulimaris, Mavradis, et al. (2014) conducted a research aiming to investigate the relationship between the psychological well- being and psychological needs of people who participated in recreational dance activities. The results showed that participants had high means in the satisfaction of basic psychological needs. High positive well- being was also found out with very low levels of psychological stress and fatigue. It was observed that the old age participants experienced positive well- being after indulging in such kind of physical activity.

The British Heart Foundation National Centre for Physical Activity and Health (BHFNC) discussed on their report that physical activity in old age should be given importance to. According to BHFNC and other physical activity studies, dancing can be considered as the most appropriate activity to be explored due to the significant well-being impacts it has on older people.

Koch, Kunz and Lykou (2014) in a Meta analysis evaluated the effectiveness of dance movement therapy and the therapeutic use of dance for the treatment of health-related psychological problems. They examined variables such as body image, well-being, with sub-analysis of depression and anxiety. The results indicated that DMT and dance are highly effective for increasing quality of life and decreasing clinical symptoms such as depression. Aspects such as well being, mood and body image were also affected in a positive manner.

Swedish researchers studied a group of teenage girls suffering from neck and back pain, body stress and depression. They divided the group into two and send one group for weekly dance classes whereas the other group was restricted from dancing. The results indicated that the group which attended dance classes had an improved level of mental health and an enhancement in positive mood effects. These effects lasted for as long as eight months after the classes were ended.

Trinity Laban Conservatoire of Music and Dance and Hampshire Dance(2010)studied the effects of creative dance and physical education on young people. They examined physical aspects and psychological well being. The results indicated that creative dance provides benefits in both

physical and psychological domains and these benefits are equal and even more than benefits of physical education.

Quin (2011) carried out a study aiming to assess the physiological and the psychological impact of contemporary dance classes on adolescents. Pre and post assessments of physiological and psychological aspects were done. The results indicated that there was a definite increase in areas of fitness, aerobic capacity and upper body strength. Self esteem also increased statistically ($p=0.01$) with no changes in motivation. The study revealed that dance can statistically improve components of physical fitness, and psychological well being.

Kattenstroth, Kalisch and Holt (2013) investigated the effects of 6 month dance classes on healthy elderly individuals compared to a matched control group. Broad assessments were done pre and post the study. After 6 months it was noticed that the control group did not show any changes but in the dance group it was noticed that parameters such as posture and reaction times showed beneficial effects. Other aspects such as cognitive, tactile, motor performance and subjective well-being were also affected in a positive manner.

Hui, Jean Woo et al. (2009) conducted a study aiming at determining the effects of dancing on health conditions of older people. 111 subjects were put in intervention groups which received dancing sessions over a span of time or control group. Participants were assessed pre and post the study. The results showed significant differences with the intervention group showing a positive change in the resting heart rate, general health, lower limb endurance and bodily pain. They also felt that dancing improved their overall health. The study concluded that dancing has physical and psychological benefits and should be promoted for elderly individuals.

The Trinity Laban Conservatoire of Music and Dance along with BUPA presented a report relating to the psychological as well as physical benefits of dance. Conditions specific activities were taken up. The overall benefits due to dance in relation to particular conditions as well as the general physical improvements were increased cardio vascular, strength and flexibility and improved balance and gait. However, individual differences played an important role as well as the style of dance taken up.

METHODOLOGY

AIM AND OBJECTIVES:

The aim of this study was to study Impact of contemporary and western dancing styles on the well being levels of young females.

The primary objectives of this study are:

1. To examine the relationship of contemporary dancing on the well being levels of females.
2. To examine the relationship of western dancing on the well being levels of young females.

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3. To study the difference between the contemporary and western dancing on the well being levels of young females.
4. To examine the well-being levels of young female's pre and post contemporary and western dance training.

HYPOTHESES:

1. There would be a significant correlation between dancing and the well being levels of young females due to contemporary dancing.
2. There would be a significant correlation between dancing and the well being levels of young females due to western dancing.
3. There would be a significant difference in the well being levels of contemporary and western dancers.
 - 3.a Significant difference between well being of contemporary dancers on pre and post measures.
 - 3.b Significant difference between well being of western dancers on pre and post measures.
 - 3.c Significant difference between well being contemporary and western dancers on pre and post measures.
4. There would be significant increase in the well being levels of young female dancers post the contemporary and western dance training.

SAMPLE/ PARTICIPANTS:

For the purpose of this study, college going students between 17-20 years of age were selected. A total number of 80 participants were used in this study, divided equally into two groups of *contemporary* and *western* styles of dancing. Each participant would then receive at least three months of dance training in the respective dancing style.

The duration of dance training would be at least four hours a day, five days a week. The participants were given the **Ryff Well Being scale** at the entry level and then would be given again after three months of training.

VARIABLES:

Psychological well-being is a dynamic concept including subjective, social, and psychological dimensions as well as health-related behaviors. When discussing the notion of what makes life good for the individual living that life, it is preferable to use the term 'well-being' instead of 'happiness'.

VARIABLE	SAMPLE 1	SAMPLE 2	TOTAL
Well Being	40	40	80

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DESCRIPTION OF TOOL:

Ryff Well Being Scale was developed by Carol Ryff. The Ryff Inventory consists of three types of forms- long form (84 statements), medium form (54 statements) and small form (42 statements). For the purpose of this study, small form Ryff Psychological Well Being Scale (PWB) comprising of 42 statements was used.

The scale consists of a series of statements which aim to measure the six dimensions of the psychological well being of the respondents- autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self acceptance.

STATISTICAL ANALYSIS

After the data collection, the statistical analysis would include:

- Mean scores
- Standard deviation
- t- tests
- Graphical representations

On the basis of the statistical analysis, hypotheses would be approved or disapproved.

RESULTS AND DISCUSSION

Table 1. : Comparison of the mean, standard deviation and t values of the well being levels of contemporary dancers between pre and post trials.

VARIABLES	Trials	Mean	Std. Deviation	t
TOTAL WELL BEING	pre	185.225	20.64907	-0.369
	post	186.975	21.75916	
AUTONOMY	pre	28.35	7.08031	-0.947
	post	29.775	6.3629	
ENV. MASTERY	pre	27.7	4.32761	0.26
	post	27.675	4.19027	
PERSONAL GROWTH	pre	33.9	4.48816	-0.98
	post	34.95	5.07356	
POSITIVE RELATIONS	pre	31.6	6.01622	-0.556
	post	32.3	5.2242	
PURPOSE IN LIFE	pre	30.725	5.4443	-0.858
	post	31.725	4.96649	
SELF ACCEPTANCE	pre	32.5	4.98716	1.233
	post	31.05	5.51896	

Table 2. : Comparison of the mean, standard deviation and t values of the well being levels of western dancers between pre and post trials.

VARIABLES	Trials	Mean	Std. Deviation	t
TOTAL WELL BEING	pre	180.15	20.56079	0.044
	post	179.95	20.14047	
AUTONOMY	pre	27.45	6.47262	-0.286
	post	27.85	6.02793	
ENV. MASTERY	pre	27.2	3.85773	-0.28
	post	27.45	4.11968	
PERSONAL GROWTH	pre	33.1	4.63432	-0.52
	post	32.55	4.81956	
POSITIVE RELATIONS	pre	31.45	5.06851	0.427
	post	30.925	5.88953	
PURPOSE IN LIFE	pre	31.325	4.74146	0.722
	post	30.525	5.15895	
SELF ACCEPTANCE	pre	29.625	5.81637	-0.853
	post	30.65	4.89138	

Table 3: Combined comparison of the mean, standard deviation and t values of the well being levels of contemporary and western dancers between pre and post trials.

CONTEMPORARY		WESTERN					
VARIABLES		Mean	Std. Deviation	t	Mean	Std. Deviation	t
TOTAL WELL BEING	pre	185.225	20.64907	-0.369	180.15	20.56079	0.044
	post	186.975	21.75916		179.95	20.14047	
AUTONOMY	pre	28.35	7.08031	-0.947	27.45	6.47262	-0.286
	post	29.775	6.3629		27.85	6.02793	
ENV. MASTERY	pre	27.7	4.32761	0.26	27.2	3.85773	-0.28
	post	27.675	4.19027		27.45	4.11968	
PERSONAL GROWTH	pre	33.9	4.48816	-0.98	33.1	4.63432	-0.52
	post	34.95	5.07356		32.55	4.81956	
POSITIVE RELATIONS	pre	31.6	6.01622	-0.556	31.45	5.06851	0.427
	post	32.3	5.2242		30.925	5.88953	
PURPOSE IN LIFE	pre	30.725	5.4443	-0.858	31.325	4.74146	0.722
	post	31.725	4.96649		30.525	5.15895	
SELF ACCEPTANCE	pre	32.5	4.98716	1.233	29.625	5.81637	-0.853
	post	31.05	5.51896		30.65	4.89138	

Table 4: Comparison of the overall well being of contemporary and western dancers on pre and post trials.

TRIALS	Mean	Std. Deviation	t
Contemporary PRE	185.2250	20.64907	1.10100
Western PRE	180.1500	20.56079	
Contemporary POST	186.9750	21.75916	1.49900
Western POST	179.9500	20.14047	

Table1. and Table 2 shows the comparison of means, standard deviation and t values between overall well being levels of contemporary dancers and western dancers respectively on pre and post measures along with the comparison between these two conditions for autonomy, environmental mastery, personal growth, positive relations, purpose in life and self acceptance which are the dimensions of overall well being. The results show that there is negligible difference between the overall well being levels of contemporary dancers before and after dance training. Also in autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self acceptance i.e. all the dimensions of well being, the contemporary dancers have not shown any significant difference between pre and post measures.

Table 3. shows the combined comparison of means, standard deviation and t values between the overall well-being levels of contemporary and western dancers on pre and post measures, along with the comparison between these two conditions for autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self acceptance which are the dimensions of well- being. The contemporary and western dancers have not shown any significant difference between pre and post measures on the six dimensions. Table 4. shows the comparison of the mean, standard deviation and t values of overall well being levels of contemporary and western dancers on pre and post measures. The results show that there is no significant difference between the well being levels of contemporary and western dancers on both pre and post measures.

The present study aimed at studying the impact of contemporary and western dancing styles on the psychological well being levels of young females. For the purpose of this study a sample of 80 young females was chosen out of which 40 were enrolled in contemporary dancing style training and the other 40 were enrolled in western dancing style training. The hypotheses set for this study were that there would be a significant correlation between both the dancing styles and well being levels of young females. Also there would be significant increase in the well being levels of young females after the dance training and there would be difference in the well being levels of contemporary and western dancers.

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However, through the data analysis it can be said that the all hypotheses have not been proved.

Psychological Well Being: There is a minor increase in the mean score of contemporary dancers and a minor decrease in the mean score of western dancers. However, this difference is insignificant. This can be attributed to the time duration of the study. The difference between the pre and post trial was three months, and probably it was not enough to leave a strong impact on the participants of the study. The comparison of the overall well being of contemporary and western dancers on pre and post trial shows that there is no significant difference between the well being levels of contemporary and western dancers on both pre and post dance training trials.

Autonomy: It can be said that there is no difference between the autonomy scores on pre and post trials. Individual differences can be taken into reference here. An individual's autonomic nature is not only depended on the types and duration of dancing one is involved in. The sample comprised of college students and when an individual enters college, a sense of being independent comes in, it is an important milestone in one's life. Probably dancing did not affect the individuals life that much to enhance the level of determination and dependency in life. Graphical representation can also be seen for the above mentioned scores.

Environmental Mastery: There is no significant difference in the well being levels of individuals after contemporary and western dance training. The participants were engaged in a dance training program and the training happened in groups. So that group became a part of their environment for the time period of three months. It can be said that based on individual differences the participants could not make the best use of it and were not able to deal with the new situations in a better manner. Devoting a lot of time to something new might have been taxing for them due to which there was no significant impact on the well being levels of participants.

Personal Growth: There is a minor increase for contemporary dance group and a minor decrease for western dance groups. However, checking the t values for these scores leads us to stating that there was no significant difference between the pre and post dance training trials.

Positive Relations with Others: There is minor increase in the score of contemporary dance group and a negligible decrease in the score of western dancers. When considering the t values of both the dance groups it can be said that there is no significant difference between the scores of both groups on pre and post dance training trials. It can be reasoned that the time period of three months was not enough to create a deep bond with each other which would have enhanced the well beings of participants. The participants came as individuals in the training and left as individuals. Even if the participants had a better understanding of interpersonal relationships with others, three months of dance training did not enhance it much to have a significant change.

Purpose in Life: There is a minor increase in scores for contemporary dance group and a minor decrease in scores for western dance groups. After considering the t values mentioned in both these tables, it can be said that there is an insignificant difference between the pre and post dance trials of both the dance groups. Various reasons can be accounted for this resultant data. Since

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the sample of the study was college going students and majority of the participants were freshmen, they are in an exploring phase of their lives. At times it happens that people get into something only to realize that it is not what they actually want in life. This can also be attributed to the level of seriousness with which the participants had filled the psychological tool.

Self- Acceptance: The t values mentioned in tables 1 and 2 led us to stating that the difference in the well being levels is insignificant. A dance training period of three months can prove to be exhausting for an individual. The demands of the training period might have been too taxing for the individuals. This in turn may have resulted in feeling a negative attitude and sense of hopelessness. A person high on self acceptance has a proper understanding of one's strengths and weaknesses. Chance factors related like personality, interests, family background, past experiences etc might have played a role as well.

After the analysis and discussion of all dimensions it can be said that there was insignificant difference between the scores of pre and post dance training trials. Since a dancer's life involves a lot of physical work, a minor injury can also lead to a negative impact on the psychological status of an individual. So while understanding the results of all domains, this must be kept in mind too.

CONCLUSION

In contrast to previous research findings mentioning and discussing about the profound effects of dance on an individual's well being and other psychological and physical benefits, this study had opposite results.

There was no significant correlation seen between dancing and well being levels of young females due to contemporary or western styles of dancing. There was no significant difference in the well being levels of contemporary or western dance style groups on pre and post dance training measures. There was no significant difference between the well being levels of contemporary and western dancing style groups. Also, there was no significant increase in the well being levels of young females post the contemporary and western dance training.

FINDINGS

In contrast to previous research findings mentioning and discussing about the profound effects of dance on an individual's well-being and other psychological and physical benefits, this study had opposite results.

There was no significant correlation seen between dancing and well-being levels of young females due to contemporary or western styles of dancing. There was no significant difference in the well-being levels of contemporary or western dance style groups on pre and post dance training measures. There was no significant difference between the well-being levels of

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contemporary and western dancing style groups. Also, there was no significant increase in the well-being levels of young females post the contemporary and western dance training.

FURTHER SUGGESTIONS

- Along with well-being, more psychological variables can be included.
- The sample size should be increased from a total of 80 to at least 200.
- Other dance forms can also be included, and a difference can be seen in the psychological variable levels of Indian dance forms and western dance forms.
- It would be beneficial if the data can be collected and interpreted gender wise, so that gender differences can also be studied.
- Individual scores can also be assessed to understand the effects of individual differences.

PRACTICAL IMPLICATIONS

Dancing can be described as the movement of the body, usually rhythmically with or without music, using prescribed or improvised steps and gestures. Everyone can move in some or the other way. If one does not want to get into professional dancing then they can opt it as a recreational activity. Dancing has numerous benefits for participants. These benefits range from physical to psychological. Dancing involves emotions, social interaction, sensory stimulation, motor coordination apart from physical activities.

This study was based on the changing patterns of dancing and how new and modern dance forms are being introduced on a large scale.

This study can be used as a facilitator to increase the number of researches in psychology, with special regards to dance and the relevance of indulging in dance training in developing an individual's overall personality and improving ones psychological status.

Also due to change in the dance scenario, this research can also be used in making people understand that dancing has so many benefits for individuals and it can be taken up as a career also. This can help in changing the view that people have regarding dance and helping them get convinced that it is beneficial as well.

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Income Disparity as a Predictor of Happiness and Self-Esteem

Azmat Jahan^{1*}, Namita Tyagi², Sushma Suri³

ABSTRACT

Context: Researchers have studied extensively whether people with higher income are happier. But still there is a controversy among the researchers regarding the relationship between income and happiness. Few researchers have demonstrated a correlation between higher income and greater happiness (Clark, 2008 and Chicago Tribune, 2010). Whereas other found that happiness remained stagnant despite large increases in average real personal income. (Easterlin, 1974) 90 female high school teachers from private schools in Delhi and NCR were taken as a sample of the study. All the participants were equally divided into 3 groups on the basis of their income i.e. 15,000-20,000, 20,100 – 25,000 and 25,100 – 30,000 per month.

Context: Researchers have studied extensively whether people with higher income are happier. But still there is a controversy among the researchers regarding the relationship between income and happiness. Few researchers have demonstrated a correlation between higher income and greater happiness (Clark, 2008 and Chicago Tribune, 2010). Whereas other found that happiness remained stagnant despite large increases in average real personal income. (Easterlin, 1974) 90 female high school teachers from private schools in Delhi and NCR were taken as a sample of the study. All the participants were equally divided into 3 groups on the basis of their income i.e. 15,000-20,000, 20,100 – 25,000 and 25,100 – 30,000 per month.

Keywords: *Income Disparity, Happiness, Self-Esteem and Business Policy.*

An income disparity is most commonly an inequality in pay or salary for equal labor (Investor dictionary, 2014). This term is commonly used to describe the income differences between males and females for the same job or labour. However, they may be used in any situation when wages are arbitrarily different between two or more groups. Another term for the phrase economic disparity is economic inequality.

However, income disparity is also used by those people concerned with the low level of the minimum wage, relative to the income of the wealthy. In this context, it is not equal money for equal work as it is in the previous sense, but the sense that money should be a just reward, earned when deserved at the rate that is deserved. For example, many jobs the poor take on involve much harder labor than jobs the rich take, and some rich people never work. If that were the

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case, that would be income disparity, a man works all day and makes less money than a man that does not work.(Investor dictionary, 2014).Most of the studies have found that income is the major predictor of happiness and satisfaction. Individual whose basic needs are fulfilled with their income are regarded as happy and satisfied but even then, some studies have revealed that peoples' expectations have no ends, as Diener and Biswas-Diener (2002) argues that rising expectation create perpetual gap between material aspirations (things we would like to have) and current material possessions (things we already have), and a "chronic silence of desires". Rising expectations are one major reason more money does not bring more happiness. Our material expectations, wants, and desires always stay ahead of our incomes. Zee News,Tripathi, (2013) Inequality in earnings has doubled in India over the last two decades, making it the worst performer on this count of all emerging economies. The top 10% of wage earners now make 12 times more than the bottom 10%, up from a ratio of six in the 1990s. So, the present study is incorporated to investigate whether income disparity or inequality affects individual's self-esteem and happiness.

Self-Esteem:

The most broad and frequently cited definition of self-esteem within psychology is Rosenberg's (1965), who described it as "totality of the individual's thoughts and feelings with reference to himself as an object." Self-esteem is generally considered the evaluative component of the self-concept, a broader representation of the self that includes cognitive and behavioral aspects as well as evaluative or affective ones. Blascovich&Tomaka, (1991) Self-esteem is how we value ourselves; it is how we perceive our value to the world and how valuable we think we are to others. Self-esteem affects our trust in others, our relationships, and our work – nearly every part of our lives. ASAP, (2014) Positive self-esteem gives us the strength and flexibility to take charge of our lives and grow from our mistakes without the fear of rejection. Following are some outward signs of positive self-esteem:

- Confidence
- Self-direction
- Non-blaming behavior
- Optimism
- An awareness of personal strengths
- An ability to make mistakes and learn from them
- An ability to accept mistakes from others
- An ability to solve problems
- The ability to say no
- An independent and cooperative attitude
- Feeling comfortable with a wide range of emotions
- An ability to trust others
- A good sense of personal limitations
- Good self-care

Income Disparity as a Predictor of Happiness and Self-Esteem

What is low self-esteem? Low self-esteem is a debilitating condition that keeps individuals from realizing their full potential. A person with low self-esteem feels unworthy, incapable, and incompetent. In fact, because the person with low self-esteem feels so poorly about him or herself, these feelings may actually cause the person's continued low self-esteem.

Here are some signs of low self-esteem:

- Negative view of life
- Perfectionist attitude
- Blaming behavior
- Fear of being ridiculed
- Mistrusting others – even those who show signs of affection
- Fear of taking risks
- Feelings of being unloved and unlovable
- Dependence – letting others make decisions

Langner et al. (1970) investigated the relationship between income and self-esteem with a population of Manhattan school children. They found that self-confidence was at its lowest among low-income boys.

Happiness:

Defining happiness can seem as elusive as achieving it. The concept of happiness is the cornerstone of the assumptions of positive psychology. Martin Seligman, one of the leading researchers in positive psychology and author of *Authentic Happiness*, describes happiness as having three parts: pleasure, engagement, and meaning. Keyes, Shmotkin, & Ryff, (2002) there are two viewpoints or you can say two traditions of happiness. These are the *hedonic* and *eudemonic* approaches to happiness.

Hedonic well-being is based on the notion that increased pleasure and decreased pain leads to happiness. Hedonic concepts are based on the notion of subjective well-being. Subjective well-being is a scientific term that is commonly used to denote the 'happy or good life'. It comprises of an affective component (high positive affect and low negative affect) and a cognitive component (satisfaction with life). Carruthers & Hood, (2004) It is proposed that an individual experiences happiness when positive affect and satisfaction with life are both high.

Eudaimonic well-being, on the other hand, is strongly reliant on Maslow's ideas of self actualisation and Roger's concept of the fully functioning person and their subjective well being. Keyes, (2002); Deci & Ryan, (2000). Eudaimonic happiness is based on the premise that people feel happy if they experience life purpose, challenges and growth. This approach adopts Self-Determination Theory to conceptualise happiness Seligman, Rashid and Parks, (2006) have proposed that happiness as a central focus of positive psychology can be broken down into three components: the pleasant life, the engaged life and the meaningful life.

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The pleasant life is the determinants of happiness as a desired state-what some people call the “good life”. *The engaged life* is an aspect of happiness focused on active involvement in activities and relationship with others that express our talent and strengths and that give meaning to our lives. *The meaningful life* is an aspect of happiness that derives from going beyond our own self-Interests and preoccupations. The findings of Morawetz(1977) fit the intuition of many later scientists who believe that happiness depends on social comparison. In this view, people can derive unhappiness from comparing their level of wealth with the wealth of others, and in that line Clark (2003) claims that in Great Britain, comparing oneself with high income groups is linked to low life-satisfaction. On the basis of the above literature, following objectives were framed:

- To study income disparity as a predictor of happiness among high school teachers.
- To study income disparity as a predictor of self-esteem among high school teachers.
- To compare income disparity among three income groups on happiness.
- To compare income disparity among three income groups on self-esteem.

Based on above mentioned objectives, the hypotheses for the present research were as follows:

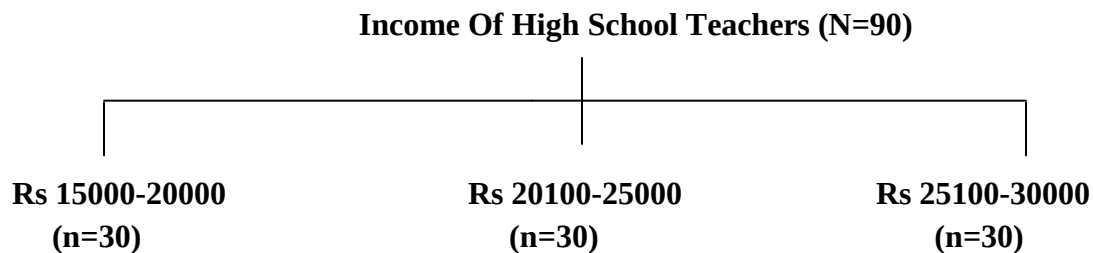
- Income disparity would be a significant predictor of happiness among high school teachers.
- Income disparity would be a significant predictor of self-esteem among high school teachers.
- There would be a significant difference among three income groups on happiness.
- There would be a significant difference among three income groups on self-esteem.

METHOD

The purpose of the present research is to study income disparity as a predictor of happiness and self esteem among high school teachers.

SAMPLE:

A total of 90 high school teachers were contacted for present study, they were further divided in three groups, (30 each) on the basis of income disparity, and three groups were divided on the basis of income ranging from 15000-20000, 20100-25000 and 25100-30000. Sample was collected from private schools of Delhi and ncr.



TOOLS:

Happiness: The happiness was measured by using **Oxford happiness questionnaire** (Michael Argyle and Peter Hills 1989). It has been derived from the Oxford Happiness Inventory, (OHI). The OHI comprises 29 items, each involving the selection of one of four options that are different for each item. OHQ demonstrated high scale reliabilities with values a (168) =0.91.

Self Esteem: The Self Esteem was measured using Rosenberg Self-Esteem Scale, a 10-item scale that measures global self-worth by measuring both positive and negative feelings about their self.

PROCEDURE:

For the purpose of present study 90 high school teachers were contacted from different private schools in Delhi&ncr. The participants were informed that the information collected from them will be kept confidential and will be used only for the study of research purposes. The participants were asked to fill the questionnaires of happiness and self esteem.

Statistical Analysis: Regression analysis and one way anova has been used to analyse the data for present study.

RESULT AND DISCUSSION:

The present study was to assess disparity of income as predictors of happiness and self esteem in high school teacher (age 25-30) Obtained data were analysed by multiple regression and One Way ANOVA. Results are being presented in the following tables:

Table 1: Summary of regression analysis for the dependent variable of happiness of monthly income of high school teachers (n=90).

	R	R Square	Adjusted R Square	Level of significance
income	.754 ^a	.568	.564	.01*

Predictor: (constant), Income Disparity\, Dependent Variable: Happiness

**Significant at .01 level.

Table 1 reveals the value of Multiple Correlation ($R = .754$), the Multiple Correlation squared ($R^2 = .568$), the adjusted Multiple Correlation squared ($\text{adj.}R^2 = .564$), is found to be significant at .01 level, It means that we can say, with 99% level of confidence, that 56.8 percent of the variation in average level of happiness can be predicted by disparity in a person's monthly income. Thus, *Hypothesis I* which says that “Income disparity would be a significant predictor of happiness among high school teachers” has been *fully supported* by the findings of the present investigation. Luttmer,(2004) states that Income inequality is unpleasant for those who earn less than others.

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Table 2: Summary of regression analysis for the dependent variable of self esteem of income disparity of high school teachers (n=90).

	R	R Square	Adjusted R Square	Level of significance
Income	.738	.545	.540	.01*

Predictor: (constant), Income Disparity, Dependent Variable: Self Esteem.

**Significant at .01 level.

It can be seen from the above table that the value of Multiple Correlation ($R = .738$), the Multiple Correlation squared ($R^2 = .545$) and the adjusted Multiple Correlation squared ($\text{adj.}R^2 = .540$), indicates the findings which says that 54.5 percent of the variation in average level of self esteem can be predicted by disparity in a person's monthly income. The findings suggested that income disparity is a significant predictor of esteem. Thus, *Hypothesis Ii* which says that "Income disparity would be a significant predictor of self esteem among high school teachers" has been *fully supported* by the findings of the present investigation. Becchetti & Castriota (2007) found similar results as their study states that change in income significantly affect the change in life satisfaction and self-esteem.

Table 3: Summary results of inter-correlation of income disparity, happiness and self esteem of high school teachers (N=90).

		self-esteem	Happiness	income
self-esteem	Pearson Correlation		.640**	.738**
Happiness	Pearson Correlation			.754**

**. Correlation is significant at the 0.01 level (2-tailed).

The above table revealed significant positive correlation between income disparity and happiness ($r=.754$) income disparity and self esteem ($r=.738$) and self esteem and happiness ($r=.640$) which indicates that higher the amount of monthly income higher the level of happiness and self esteem and vice versa. Baumeister (2003) found that self-esteem has a strong relation to happiness. High self-esteem leads to happier outcomes regardless of stress or other circumstances.

Table 4: Summary results showing the F values and level of significance.

		F	Level of Sig.
happiness	Between Groups	76.072	.01**
	Within Groups		
	Total		
self-esteem	Between Groups	52.218	.01**
	Within Groups		
	Total		

**Significant at the 0.01 level (2-tailed).

F value is found to be significant, as depicted from the above table. The F value indicates that the three income groups differ significantly on happiness and self-esteem. the findings shown in above table clearly is clearly supported by *HO 3* There would be a significant difference among three income groups on happiness and *HO 4* There would be a significant difference among three income groups on self-esteem.

CONCLUSION:

Thus, the findings of the present investigation, as shown in Tables reveal that income disparity stands as predictor of happiness and self esteem among high schools teachers. Moreover, these results also indicate that high income is likely to predict high level of happiness and self esteem and vice versa. Although the present investigation is limited in many ways, it can be helpful for future researchers and can be used as a foundation on which future researchers can base their work. Moreover, the findings of this investigation are very important in that they reveal the significant role played by monthly income in mental health and social harmony.

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An Account of Phonetics and Phonology as Similar Identical or Different

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ABSTRACT

Purpose: Where do phonetics and phonology meet and differ from one another as two field of linguistics? **Method:** The study is mainly descriptive where previous and related studies are reviewed and presented to reach a view about phonetics and phonology as similar, different or identical. **Results:** Phonetics and phonology are two different fields of linguistics which are related to one another. Phonetics is the concrete study of sounds. On the other hand, phonology is the abstract study of sounds. Moreover, phonetics and phonology are integrated two fields of linguistics but they are not identical. **Conclusions:** Phonetics is concrete in contrast to phonology which is abstract. Additionally, phonetics is learned while phonology is acquired.

Keywords: *Phonetics, Phonology*

It is a well-known fact that two persons, things cannot be identical. That is to say, what you will imagine if you and your brother are exactly the same? It is true that you might be physically the same but mentally, are not. More clearly, the Sun and the Moon are both two planets; each one gives us light; each one serves all creatures including human beings. But, not each one of them produces heat. Yet, and more importantly, light produced by the sun is greatly different from light produced by the moon. The point is, two sciences, minds, creatures cannot be exactly the same! In other words, they can share some features, components and yet differ from one another in some other features. So, Phonetics and Phonology's issue is exactly like the issue of the sun and the moon. Put another way, if both are the same, so no need for one of them. However, it is worthwhile to discuss such an issue and attempt to decide the reality behind these two linguistics fields.

As a matter of fact and as long as these two terms have been discussed and studied by many researchers and linguists; the researcher; however, will attempt a briefly discussion of what has been introduced and presented by those researchers. Hence, the researcher is going to present the topic from the point of view of two main points: similarities and differences between Phonetics and Phonology.

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Naturally speaking and with reference to the written and presented papers regarding this topic one can find that even those researchers and linguists have not yet made a clear-cut points between phonetics and phonology. In spite of this, some from among those linguists and researcher have done their best in order to set the exactly differences between phonetics and phonology and at the same time their definitions. Thus, some of these discussions, particularly, the most recent ones, will be presented briefly in a way that investigates the differences and similarities between phonetics and phonology.

So, let us put a question which can help us discuss this topic and decide whether such two fields are similar, different, or identical? The question is, to what extent the following statement can be true” phonetics and phonology are different but alike”.

Phonetics and Phonology: Definitions

Primarily, it is thought by the researcher that mentioning some of the definitions of these two fields will partly help to decide the similarities and differences between them. On his book; however, Roach (1992:81) defines phonetics as:

The scientific study of speech... the central concern in phonetics are the discovery of how speech sounds are produced, how they are used in spoken language, how we can record speech sounds with written symbols, and how we hear and recognize different sounds.

Phonology, on the other hand, he states(ibid:82) “the study of the sound systems of languages. The most basic activity in phonology is phonemic analysis, in which the objective is to establish what the phonemes are and arrive at the phonemic inventory of the language”.

Another definition for each one is given by Widdowson (1996:42). He claims that the study of the allophonic manifestation, how the sounds of speech are actually made, is the business of phonetics.” He continues (1996: 42) “the study of phonemes and their relations in sound systems is the business of phonology”.

One more definition is introduced by Kelly (2000:9). He declares:

The study of pronunciation consists of two fields, namely phonetics and phonology. Phonetics refers to the study of sounds. A phonetician usually works in one or more of the following areas: physiological phonetics, articulatory phonetics, acoustic phonetics, auditory phonetics and perceptual phonetics.

He goes on defining phonology along with phonetics(2000:9) “if phonetics deals with the physical reality of speech sounds then phonology, on the other hand, is concerned with how we

interpret and systematize sounds. Phonology deals with the system and pattern of the sounds which exist with particular languages”.

Another definition is stated by Yule (2006:30). He states that “phonetics is the general study of the characteristics of speech sounds” whereas, phonology, (2006: 43-4), “... is essentially the description of the system of patterns of speech sounds in a language. It is, in effect, based on a theory of what every speaker of a language unconsciously knows about the sound patterns of that language.’ He continues (ibid),” because of their theoretical status, phonology is concerned with the abstract or mental aspect of the sounds in language rather than with the actual physical articulation of speech sounds.”

Yet, Sloat, Taylor & Hoard (1978:1) introduce phonology as the “the science of speech sounds and sound patterns.” And, they clarify their definition mentioning that (ibid)’ a sound pattern we mean: 1) the set of sounds that occur in a given language, 2) the permissible arrangement of these sounds in words, and (3) the processes of adding or changing sounds’. Unlike phonology, they claim that (ibid:9)” the science of phonetics provides descriptions and classifications of speech sounds’. They, however, are trying to set some differences between both phonetics and phonology (ibid: 9) “phonology employs these descriptions and classifications to describe sound systems and explain sound processes”.

Well, if we come to analyse and compare the above mentioned definitions, we can reach to a point or more regarding the similarities and differences between phonetics and phonology. For instance, Roach (1992), Widdowson (1996), Kelly (2000), and nearly all other mentioned definitions share one idea regarding this topic. That is to say, they almost all agree with the idea that both phonetics and phonology “are the study of sounds systems”. But, after introducing this point, each one brings some principles which are either available in phonetics or phonology. To make it clear, in Co-build Advanced Dictionary(2001:1153) defines both phonetics and phonology as” the study of speech sounds” and then adding to distinguish phonology from phonetics (ibid) “phonology is the study of speech sounds in a particular language’ .

Unlike Collins’ definition, Kelly (ibid:9) criticizes such an idea which says that phonology is monolingual; “it would be wrong to assume that phonology is always monolingual.” It seems that his view is phonology is beyond the idea which says that phonology studies the sounds systems in a particular language. He confirms this by his statement (ibid: 9) “much work in phonological study deals with generalization concerning the organization and interpretation of sounds that might apply across different languages.”

Again, if we look at those definitions carefully; we may come to the result that all those who have defined phonetics concentrate on the word [physical]. That is to say, they are all sharing the same opinion which says that the business of phonetics is to introduce the sounds’ production.

Phonology, on the other hand, is concerned with the mental side; a point which again, all the above mentioned definitions share.

Phonetics and Phonology: Similarities and Differences

In addition to what has been mentioned above is the following listed points which are introduced by a number of researchers/ linguists/ phoneticians/ phonologists. Each one of them; however, attempts to identify the business of each concept, its principles and yet in what principles or features each one is different from the other.

Table 1: Phonetics and phonology in comparison

Phonetics	Phonology
Feller(2007): • Studies of the sounds themselves • Looks at the physical knowledge and present it • Allows a person to know about the sound which s/he produces	• Studies the ways in which speech sounds form systems and patterns • Looks at mental knowledge and describe it • Allows speakers of a language to produce meaningful sounds or to recognize a foreign language
Anderson: • Deals with the properties of sounds from a language independent point of view • Concrete	• Constitutes the study of the sound structure of units (morphemes, words, phrases, utterances) within individual languages • To elucidate the systems of distinctions in sound which differentiate such units within a particular language • Studies invariant of sounds structure and of the variation • Abstract
Arizona website	• the study of the patterned interaction of speech sounds • describes the rules or conditions on sounds and sound structures that are possible in particular languages • accounts for the similarities among human languages e.g. (all consonants inventories have voiceless stops, all languages have also syllables universals • defines the space of possible sounds and sound structures that all human languages draw from

An Account of Phonetics and Phonology as Similar Identical or Different

Lingual links library: • basis for phonological analysis • analyzes the production of all human speech sounds, regardless of the language	• basis for further work in morphology, syntax, discourse and anthropology design \ • analyses the sound patterns of a particular language by determining which phonetic sound are significant , and • explains how these sounds are interpreted by the native speaker
Columbia encyclopedia: • the study of the production, perception, and physical properties of speech sounds	
SormadHussian: • Studies human speech as physical phenomenon • Discusses areas such as articulation, acoustics, and perception	• The study of how sounds interact in various languages and discusses topics such as: segmental phenomena, phonemic inventory and allophones, sound-change rules of ordering • Supra-segmental phenomena: syllabification, prominence, tones, intonation
Cohn: • Phonetics effects and constraints are reflected in the phonology under the theory of (Naturalness) • Continues • Gradient	• Phonology in phonetics: how units of phonology and their physical realization, phonological knowledge is realized in and extracted from the physical signal , phonological contrast is physically realized • Discrete • Categorical

DISCUSSION

With reference to the above listed points, one can infer that phonetics and phonology are two different sub-fields in linguistics. Put it another way, they both study the pronunciation of the language but the way each one of them studies/introduces the pronunciation is entirely different from one another. It is true that they are both as shown” interested in speech sounds’ but the way of interest, again, is different. However, it has been mentioned that “phonetics is the basis for phonological analysis”. In contrast to phonetics, phonology is mentioned as” a basis for a further work in morphology, words, syntax...etc”. This suggests that phonetics and phonology are interacted or each one is related entirely to the other one.

An Account of Phonetics and Phonology as Similar Identical or Different

As a consequence, one may assume that phonology starts from where in phonetics ends! In other words, since phonetics is introduced as the study of how the sounds are produced, articulated and so on, so it will be the job of phonology to complete what phonetics has started. Such issues are determined as how the sounds are” combined, organized and convey meaning in particular languages”.

For that matter, even the researches, workshop papers, and work papers that have been done till now did not make a clear cut points between phonetics and phonology. Put it differently, such researchers may have determined/ identified a number of principles as similar and some others as dissimilar but still some of those presented/ introduced principles are unclearly introduced/ presented. For example, Schreuder et al. (2004:1-6) introduce their work paper claiming that phonology can stand on its own principles with no need to the basis of phonetics. They tried to prove such an idea through discussing the Schwa-insertion in syllable final-consonant clusters. Furthermore, they also attempt to prove that phonetics and phonology as interacted through discussing the realization of liquids in first language acquisition. They also add to their discussion one more issue which is as they call it(the problematic phonetic analysis) and they discuss it through (phonemically variable patterns).

Consequently, they come out with that the ‘schwa- insertion” process” can only be described in a phonological way”, (ibid). Regarding the second point, they conclude that “obviously, phonology needs the phonetic information to explain this process as an unmarked (widely attested) one. And for the last one the state” apparently not all phonological processes can be tested empirically by phonetic analysis”, (2004:1-6).

Looking carefully at the results of this paper, it suggests that phonetics and phonology are different yet alike. More clearly, they are both sub-linguistic fields which share some principles and differ in some other principles. Yet, each of both can stand on itself.

Dissimilarly, some other researchers may argue against this view such as Cohn. On his work paper (2007:25) he argues in favour of the idea that phonetics is very much related to phonology and on the opposite phonology is very much related to phonetics. He namely calls this(ibid:25) “phonetics in phonology and phonology in phonetics’. He explains these two issues through that phonetics is related to phonology in its naturalness. That is to say, he attempts to prove through a linguistic theory which suggests that the naturalness of phonetics is basically from the naturalness of phonology. His another idea is that” phonology in phonetics’ which again he discusses through “the way that phonological contrast and patterns are realized in the physical signal’. Thus, he concludes his paper with that’ phonetics and phonology are multifaceted” ones. This point suggests that though the researcher mentions that phonetics and phonology are interacted but at the end he admits that (ibid:26)

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To reach a fuller understanding of the workings of phonology, phonetics, the lexicon, and their interactions, we need be willing to reconsider widely held assumptions and ask in an empirically-based way what is the connection between these domains of the linguistic system. What is called for are non-reductionist integrated approaches. Once we accept the profound complexity of what we are trying to describe and explain, we will discover that many of the contributions of generative linguistics and psycholinguistics often framed as being in opposition are in fact compatible and together offer an explanation of the nature of sounds systems, in terms of their mental representations, production, perception, acquisition, and use.

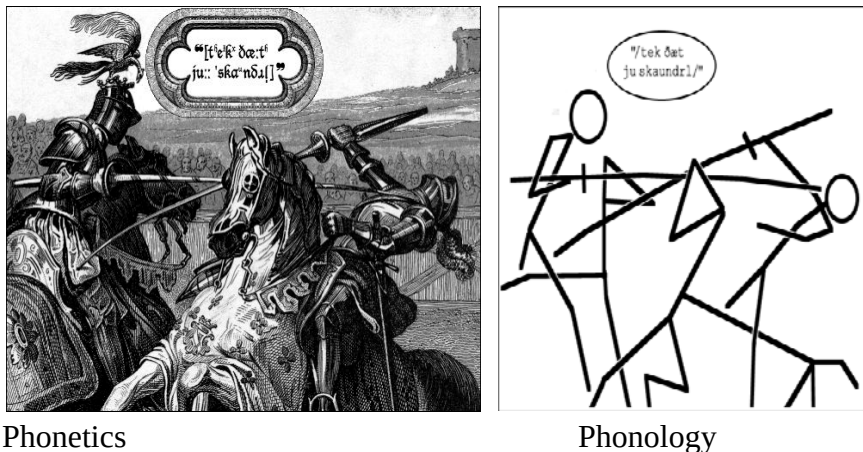
Similar to Cohn is Odden(2005:2) whose claim is that phonetics is entirely related to phonology and he believes that a good way for understanding phonology can be only with studying it with other subjects. He claims one way to understand what the subject matter of phonology is, is to contrast it with fields within linguistics". Yet, Odden starts his book by proposing that(2005:2) 'making a principled separation between phonetics and phonology is difficult- just as it is difficult to make principled separation between physics and chemistry, or sociology and Anthropology". However, he then maintains (ibid) "a better understanding of many issues in phonology requires that you bring phonetics into consideration, just as a phonological analysis is a prerequisite for any phonetic study of language".

Hence, just like many of the early mentioned researches, Odden(ibid:2) also comes out with that phonology is a mental and abstract process; whereas, phonetics is concrete and physical.

At last, it is worthwhile to mention that may be a large number of the linguistic theories have risen underlining the purpose of setting the principles and the nature of both phonetics and phonology. From amongst these theories are: The Distinctive Feature Theory, Auto segmental Theory, Laboratory Theory, Prosody, Optimality Theory, and recently Articulatory Theory,(2004:1-10).

Lastly but not the least, Parenchyma presents the differences between phonetics in phonology in cartoons as shown below.

Figure 1: Phonetics and phonology in comparison



CONCLUSION

To conclude, the claim of the researcher that phonetics and phonology are different but alike is to great extent true. That is to say, it has been proved through the presented views that phonetics is related to phonology and vice versa. Yet, each one of these two linguistic sub-fields can be studied and presented depending on its own principles and rules. But and more importantly, if we want to introduce/ present any of these two concepts perfectly; here phonetics should come with phonology and phonology comes with phonetics.

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Anxiety and Stroop Performance

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ABSTRACT

The study probed the effect of cognitive and emotional Stroop on the performance of students from different levels of anxiety. Anxiety is a normal and healthy reaction to perceived danger that triggers a variety of physical, mental and behavioral changes in order to facilitate a speedy response (WHO, 2004). Again, anxiety has also been found to have an important role to play in situations of cognitive conflict. The Stroop effect has often been widely used for assessing conflict (Stroop, 1935; MacLeod, 1991). In the present study, a mixed sample of 89 students from the Government schools of Chandigarh in the age range of 14-18 years (mean age= 15.9 years) was taken, for the purpose. The repeated measures ANOVA and other analysis of the data brought out performance differences with regard to how different groups of anxiety perform during cognitive and emotional Stroop task situations. The study revealed that anxiety significantly interacts with Stroop performance. Further, high anxiety damages emotional Stroop performance more than it damages the cognitive Stroop performance i.e., high anxiety individuals show more reactive control (Braver, 2012). On the other hand, low and moderate anxiety seems to lead to more errors on cognitive Stroop as compared to the emotional Stroop.

Keywords: *Anxiety, Stroop, Emotional, Students*

Anxiety is a normal and healthy reaction to perceived danger that triggers a variety of physical, mental and behavioral changes in order to facilitate a speedy response (WHO, 2004). It arises out of the perception of uncontrollability and unavoidability of a situation (Ohman, 2000), which may otherwise be manageable with a specific response. Any conflict based input is likely to be influenced by the anxiety of an individual.

Also, researches indicate that anxiety can affect students behaviorally, emotionally, cognitively, and physiologically. The emotional effects of anxiety may include feelings of apprehension, trouble concentrating, and feeling, anticipating danger, irritability and restlessness. The cognitive effects may include thoughts about suspected dangers, such as fear of dying (Huberty, 2009). In this context, anxiety has been found to have an effect on performance, as anxious students seem to be distracted by irrelevant or incidental aspects of task at hand and they have trouble focusing on significant details of that task (e.g. Nadeem et al., 2012).

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The dual mechanisms of control (DMC) model (Braver, 2012) further suggest that cognitive control is achieved through two distinct modes: proactive and reactive. Proactive control is found to be more cognitively taxing of the two modes. It involves 'active maintenance' of rules and goals within lateral areas of prefrontal cortex in a preventive fashion to facilitate future performance. In contrast, reactive control is less effortful mode and it involves allocating attention to rules and goals on an 'as needed' basis, once a problem (such as the occurrence of conflict or an error) has arisen.

Therefore, non-anxious individuals are found to alternate flexibly between reactive and proactive control modes in accordance with changing task demands. In contrast, anxious individuals may get distracted by worries that deplete resources needed for active goal maintenance, thereby interfering with proactive control and throwing anxious individuals into a reactive control mode i.e., anxious individuals rely more heavily on reactive control (Braver, 2012).

Again, effect of anxiety on an individual may vary depending on its interaction with the task performance, e.g., low to moderate anxiety is often described as beneficial as it enables the body to discharge energy equivalent to the task at hand. High anxiety, on the other hand, may be devastating because it excites the body system above normal functioning capacity and impacts negatively on task performance (Castello, 1976).

Behavioral and neuroimaging studies have also shown that anxiety can have an adverse effect on cognitive performance, especially on tasks that require attentional focus. In order to explain the attentional control in anxiety and cognitive performance, Eysenck proposed the attentional control theory (Eysenck et al., 2007). The theory predicts that anxiety can have a greater impact on performance efficiency of tasks requiring the shifting function (shifting back forth between tasks) and inhibition function (ability to deliberately inhibit dominant, automatic responses when necessary) of working memory (Miyake et al., 2000).

Also, anxiety has been found linked with attentional bias and with emotional interference while performing on Stroop task (MacLeod, 1991). The Stroop color-word interference task is one of the most widely used experimental tasks in cognitive psychology which is used to measure this interference as well as to measure why people cannot ignore some information that is irrelevant to their task goals and how irrelevant information affects performance (Stroop, 1935; MacLeod, 1991).

Stroop interference effect refers to the increase in response latency when an individual is required to identify the color of the color-word when these aspects of the stimulus are incongruent (word red presented in color blue) compared to the time required to name the color of congruent stimulus (word red presented in color red).

Finally, studies on Stroop interference and anxiety reveal that anxious individuals show greater Stroop interference, and under emotional Stroop, anxious individuals are found to show greater interference for emotionally threatening words than for positive and neutral words (MacLeod, 1991).

Given the worry of teachers and parents nowadays with regard to the cognitive task performance linked anxiety of adolescents, the authors studied the cognitive performance of adolescents with and without emotional valence. For this purpose, it was felt that the subjects be categorized into low, moderate and high anxiety groups so that specific derivations can be made. This, in turn, would have implications for facilitating the understanding of and prevention of damage to individuals' mental health as well as their performance.

METHODOLOGY

SAMPLE

A mixed sample of 89 students (43 boys & 46 girls) was randomly chosen from the Government schools of Chandigarh. The age range was 14-18 years (mean age = 15.9 years).

MEASURES USED

- A. IPAT Anxiety scale questionnaire (Cattell & Scheier, 1963).** The questionnaire consists of 40 items and the subjects has to respond in 'Yes', 'No' or 'Sometimes'.
- B. The Stroop task (Stroop, 1935) :-** The task measures the inhibition and interference facet of executive control. It consisted of two conditions :-
 - i. **Cognitive Stroop task (b1) :-** In this condition, the subjects are presented with color nouns and are asked to name the color of the ink in which the noun is written. Errors are counted for scoring purposes. An error occurs in case the subject names the color wrongly.
 - ii. **Emotional Stroop task (b2) :-** It is a version of the classic Stroop task wherein the subjects are presented with nouns which are emotionally valenced i.e. representing different emotions through nouns written in colors. The subject is asked to name the color of the noun while ignoring the semantic meaning of the noun.

DESIGN

A 3x2 repeated measures ANOVA design involving 3 levels of anxiety (low, moderate and high) and 2 levels of Stroop task (cognitive and emotional) with repeated measures on second factor was used.

PROCEDURE

The study comprised of two phases:

Phase 1 : In this phase, the IPAT Anxiety scale questionnaire by Cattell and Scheier (1963) was administered individually to all the subjects.

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The scoring was carried out as per the manual and the subjects were divided into three groups viz. Low anxiety (a1), Moderate anxiety (a2) and High anxiety (a3) groups as per the formula of Mean $\pm$ $\frac{1}{2}$ SD.

The classification may be seen in Table no.1 & 2.

Mean = 37.30	S.D = 7.36
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Table no. 1 :- Mean and SD of anxiety scores of the initial sample.

Low Anxiety (a1)	Moderate Anxiety (a2)	High Anxiety (a3)
Mean - $\frac{1}{2}$ SD 37.30 - $\frac{1}{2}$ (7.36) = 34	35 to 41	Mean + $\frac{1}{2}$ SD 37.30 + $\frac{1}{2}$ (7.36) = 42
N = 24*	N = 36**	N = 29***
*criteria for a1 scores = ≤ 34 **criteria for a2 scores = 35 - 41 ***criteria for a3 scores = ≥ 42 *Equal number of students i.e. 24 each were allocated to the three anxiety groups.		

Table no. 2 :- Distribution of initial sample among the three groups.*

Phase 2 : The following Stroop experiment was conducted individually on low, moderate and high anxiety group subjects:

The Stroop experiment consisted of 2 levels i.e. cognitive (b1) and emotional (b2). A total of 5 trials were given to each subject. In each trial, there were 24 sub trials. Each sub trial comprised of 12 cognitive Stroop items and 12 emotional Stroop items. Each word was presented for 1.25 seconds. Stroop color words were individually presented. The error responses were noted down as a measure of actual performance.

After each trial, a blank screen was shown for 20 seconds to avoid fatigue in the subject. Precise instructions were given to the subjects and in order to avoid errors of habituation and anticipation. Proper randomization of conditions was adhered to.

The participating subjects were informed about the purpose and potential benefits of the study. Subsequently, the consent was taken from the subjects. In line with ethics policies, confidentiality of responses and privacy of the subjects was ensured

RESULTS AND DISCUSSION

The aim of the present work was to study the effect of anxiety on task performance under cognitive and emotional Stroop conditions respectively. The results of the study are as under :-

Source of variation	SS	df	MS (SS/df)	F
Between Ss	20023.91	71		
A (Anxiety)	23701.14	2	11850.71	222.38**
SS.W. groups (error between)	3677.23	69	53.29	
Within Ss	7495.8	72		
B (Task levels)	18408.56	1	18408.56	160.55**
AB	18824.43	2	9412.22	82.09**
B x SS.W. groups (Error within)	7911.67	69	114.66	
Total	27519.71	143		

**F (significant at .01 level)

Table 3 :- Summary table of ANOVA for 3x2 (Repeated measures) factorial experiment.

As may be seen from above (see Table no. 3), anxiety has had a significant effect on the task performance with $F(2, 69) = 222.38^{**}$, $p < 0.01$. The task levels i.e., cognitive Stroop and emotional Stroop too were found to influence the performance significantly $F(1, 69) = 160.55^{**}$, $p < 0.01$. Further, significant interaction was found between anxiety and Stroop task conditions $F(2, 69) = 82.09^{**}$.

Maximum errors were seen in case of b2 of the high anxiety subjects (a3) followed by moderate anxiety subjects (a2) followed by low anxiety group subjects (a1) (See Table no. 4). Again, a similar trend was seen in case of performance of a1, a2 and a3 on b1. That the a1 group was successfully able to fend off attention reorientation vulnerability under both the task conditions seems to indicate that if individuals can keep a tab on their anxiety level and somehow maintain their anxiety at a lower level, cognitive output would be better.

Group	Variable	Mean (Errors)	Sig (two tailed)
Low Anxiety (a1)	Cognitive Stroop errors (b1)	6.33	.231
	Emotional Stroop errors (b2)	4.70	
Moderate anxiety (a2)	Cognitive Stroop errors (b1)	9.13	.822
	Emotional Stroop errors (b2)	8.21	
High Anxiety (a3)	Cognitive Stroop errors (b1)	16.92	.000**
	Emotional Stroop errors (b2)	22.50	

** $p \leq .01$, significant at .01 level.

Table no. 4 :- Mean and t-ratio results for cognitive and emotional Stroop errors for anxiety groups.

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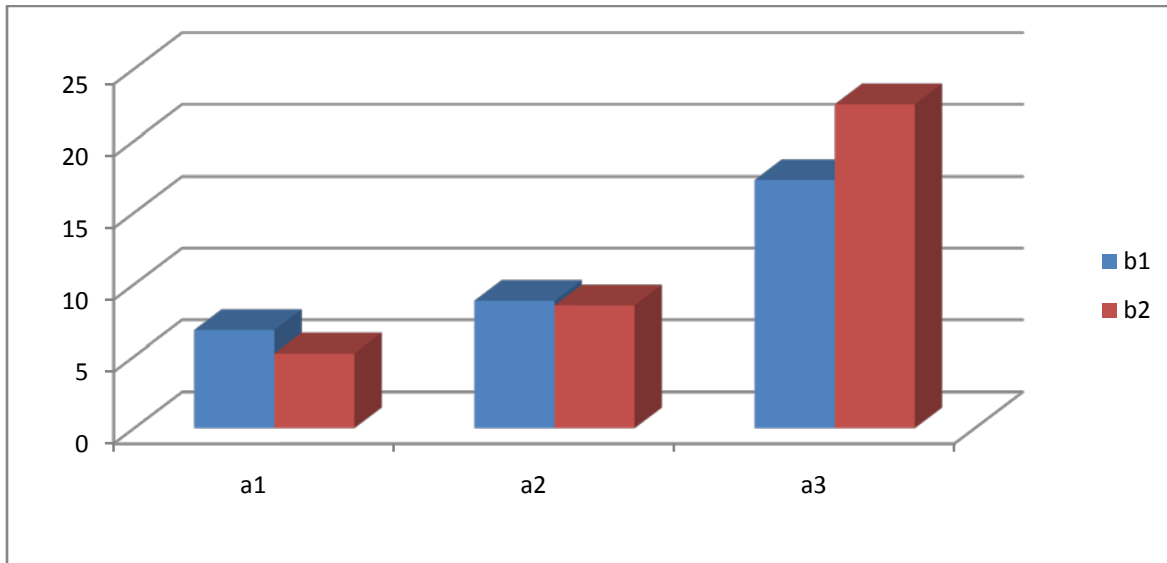


Figure 1 :- Trends for means of cognitive and emotional Stroop errors across the three anxiety groups.

In line with the above, Dresler (2009) reported that anxiety may enhance emotional interference with performance. Anxiety selectively facilitates early processing of threat and thus enhances distractibility to task-irrelevant stimuli. Attentional bias for threat-related material (Bar-Haim et al., 2007) thus assumes importance in such cases.

t- test results reveal significant differences in scores on b1 and b2 of a3 level subjects (see Table no. 4) and perhaps indicate the inability of the a3 group to yield better performance on b2. As may be seen, the errors on b2 are almost five times more than those of low anxiety group subjects.

The results seem to echo the finding of Owens et al (2012) that anxiety can have a negative effect on working memory performance. That this leads to emotional interference while performing on Stroop task has been indicated in many studies (e.g. MacLeod, 1991).

Emotional intensity of stimulus nouns interferes with the ongoing cognitive task. Only those linguistic items which have intense affective charge have been reported to be salient enough to reorient attention in a bottom-up fashion, thereby disrupting the ongoing task (Carretie et al., 2008).

The present research findings seem to be in line with findings that high levels of anxiety are often harmful, but low levels can be helpful (e.g. Grills-Taquechel, 2012). Therefore, anxiety just might not be a maladaptive state which needs to be removed in order to perform optimally (Jackson & Csikszentmihalyi ,1999) and a moderate amount of anxiety seems to enhance performance when an individual's skill level matches the performance demands of the situation

and the individual interprets that anxiety positively (Papageorgi et al., 2013). High anxiety individuals seem to be performing through reactive control because they seem to be distracted by emotional tone in the emotional Stroop and thus shown low performance on the latter. In the present study, the low anxiety and moderate anxiety individuals seem to be using more proactive control and seem to be low on reactive control (Braver, 2012) because their emotional Stroop performance is better than their cognitive Stroop performance but perhaps due to the effect of anxiety, their performance gets lowered.

Interestingly, it has been reported that the typical “fight or flight” response to anxiety tends to motivate success oriented students to “fight”, that is, to approach a performance situation and undertake the necessary preparation required to achieve optimal performance outcomes (Martin and Marsh., 2008).

The present study seems to indicate that certain amount of anxiety may be required as a drive towards positive action and an excess of the same could be detrimental to task performance and this happens due to attention reorientation because of emotional pressure on working memory attending the cognitive output of the students. Such an impact of emotional nouns highlights the emotional vulnerability of individuals resulting in cognitive resource wastage and fragile emotional stability during times of cognitive performance. The presence or absence of such emotional fragility assumes importance in the mental health as well as cognition linked performance of adolescent students, as indicated earlier.

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The Study on Gender Bias among Adult and Middle Aged Women

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ABSTRACT

Millions of women's are raised in an environment of neglect, overwork, and often, abuse, simply because they are female. In many countries women's are fed less than their brothers, forced to work harder, provided less schooling and denied equal access to medical care. They marry earlier and face greater risks of dying in adolescent and early adult hood. Their impaired health and lost opportunities exact a terrible toll on society and on future generations. South Asian countries and India are societies with strong patriarchal norms, a high degree of son preference and pervasive gender Discriminations.

Gender discrimination and continued gender gap have been the most persistent social problems facing the global community. These problems have received considerable attention particularly during the past three decades through a series of initiatives at international, regional and national levels. This process was formally initiated through the programmes centring on the international women's year in 1975.

However, the overall economic development of a nation requires maximum utilization of human resources without any discrimination on the basis of caste, creed, religion or sex. In this particular study the investigator has tried to "the study on gender bias among adult and middle aged women". The sample of the study comprises of 300 adult and middle aged women. Gender bias scale developed by investigator Department of education A.M.U, was used for data collection, t-test when applied on data revealed that the result is 0.5 level of confidence.

Keywords: *Gender, Adult, Middle, Women, Bias*

Over the last two decades, gender and development has indeed been discussed a great deal. There have been scores of conference, trainings and workshops on their subjects. Generally, the discussions have focused on ensuring equal opportunities for women and men particularly on social and economic rights, mainly in poor economies where human deprivations is frequently depicted in terms of limited and unequal access to food, nutrition, health care, educational and job opportunities. consequently, women's political rights have been ignored or neglected, as has been argued by social thinkers, that as a priority women need adequate food, basic health care services and educational opportunities rather than right to participation in politics or public decision making. In the 1950's many of the newly independent countries began their developmental activities on the models of the western countries. It was believed that

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industrialization and use of modern techniques in agricultural activities would usher in growth and development for the country as a whole in general and the backward class including women in particular. On these presumptions, Governments of developing countries were betting on the strong assumptions that the benefits of development would trickle down to poor majorities, and gradually whole communities would prosper. Very little attention was paid on poor segment of the population particularly the women. Women's contribution to the household and to the economy was neither recognized nor valued at that time.

Definition:

According to Macmillan dictionary unfair difference in the treatment of men or women because of their sex. Sexism, a term coined in the mid-20th century, Shorter Oxford English.

Dictionary, 6th edition is the belief or attitude that one gender or sex is inferior to, less competent, or less valuable than the other. ...

When examining gender bias, it is important to define and understand the term.

Gender is defined by the American Heritage Dictionary as "classification of sex."

According to this same source, bias is defined as "preference or inclination that inhibits impartiality; prejudice" (American Heritage Dictionary, 1983). Thus gender bias is separation of gender in a way which prefers one sex over the other. Gender bias in technology refers to preference for or favouring of one sex over the other in computer use and/or access, software use and/or manufacturing, and Internet use and content. As can be seen, gender bias in technology is a multifaceted and complex issue.

Statement of the problem:

The investigator has tried to study the gender bias among adult and middle aged women

REVIEW OF THE LITERATURE

A careful review of the search journals, books dissertations, and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study. Thus, a review of the related literature must precede any well-planned research study. The purpose of the review of previous literature is to collect and synthesize prior studies related to the present study. This in turn, helps the investigator in building a better perspective for further research.

Goldberg, (1984) investigated gender differences experienced in work and in the family influence class consciousness. Thirty-four women employed as clerical workers were interviewed. Their responses indicate that the increasing demands of the workplace force women to confront the dual expectations of home and the office. Women who belong to organizations dedicated to improving working conditions show an increasing awareness of the way their traditional family roles are integrated with their roles in the public sector. A new theory of

consciousness must take into account the consciousness that arises when people are confronted by the contradictory expectations of the workplace and the family.

Game & Pringle (1984) examined difference by experience of paid work and trade unionism. The aim of the research was to develop an understanding of the relationship between gender, the labour process and technological change. The research covers case studies of six industries over the entire post-war period in Australia: the white goods industry; banking; retailing; computing; nursing; and housework. The forms of control of the labour process (predominantly patriarchal) and the operation of social control through the sexual division of labour define jobs as either 'male' or 'female.' There appears to be nothing inherent in any job which makes it male or female, but deskilling is managed by management and men by further gender differentiation and measuring of men's work against 'women's work.' The traditional trade union assumption that female involvement in work leads to deskilling and low wages is challenged, the authors arguing that the reverse is true. The legality of sex differentiations as opposed to sex discrimination in the Australian sex discrimination act allows the process to continue unchallenged.

Gaarder (2000) examined how the politics of gender have influenced and shaped the modern debates over sexual abuse and memory. It explores the level of scrutiny applied to women accused, the language used to characterize women within the debate, and why the sexual abuse memories of women have become the specific and focused target of 'false memory' proponents and the media. A comparison is made between tactically similar backlash movements against women and feminism.

Tomori, et. al. (2000) investigated psychological risk in adolescents and assessed gender differences in the frequency of their occurrence. A specially designed questionnaire, which included validated scales for the evaluation of depression (Zung self – rating depression scale) and self-esteem (Rosenberg self – esteem scale), was administered to a representative sample of Slovenian adolescents. Data analysis revealed several significant gender differences. Girls more often than boys reported family conflict, personal problems, physical inactivity, attempts to control body weight, use of psychoactive drugs, suicidal ideation, and suicide attempts. Their level of depression was higher and self-esteem lower when compared with their male counterparts. Boys more often than girls indicated that they watched a great deal of television, were the victims of peer violence, and drank alcohol.

Significance of the study:

Women in India face discrimination in terms of several political and economic opportunities as a result of their inferior status. Majority of women cannot inherit parental property and political and employment participation are very limited. Gender inequalities prevail in work, education, allocation of food, health care and fertility choices. On the other hand, at the family level women

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are exclusively burdened with household chores- cooking, cleaning, collecting fuel and water and caring elderly and children (Arokiasamy, 2003).

Therefore, it is clear that women's problems are a current issue of the present day society. So the investigator with all the limitations modestly attempted to understand gender bias among women. The investigator has selected two age groups of women adult and middle aged women for the study. The choice of two age groups was made in order to find out the effect of aging upon the variables of the study. Middle aged women may suffer more discrimination than adult women (at least on emotional level) due to their decreased energy. It is possible that they also suffer from lack of care which they need due to the aging process.

OBJECTIVES

The present study was conducted to achieve the following objectives and sub objectives.

Main objectives along with sub objectives are given below:

Objective-1:

To compare the level of gender bias amongst adult women and middle aged women.

Sub objectives

To achieve the objective 1, following sub objectives were formulated.

1.1. To compare the level of gender bias amongst slum and non slum women.

HYPOTHESES

In order to achieve the above mentioned objectives the following hypothesis and sub Hypothesis were formulated and tested:

Hypotheses-1:

There will be no significant difference in the level of gender bias amongst adult women and middle-aged women.

Sub Hypotheses

1.1. There will be no significant difference in the level of gender bias amongst slums and none slums women.

POPULATION AND SAMPLE:

The sample present study comprised of 300 adult and Middle aged women.

Approximately 500 houses are there in the vicinity of Aligarh Muslim University, more specifically in medical quarters and old Sir Syed Nagar. We have selected only 52 houses on random basis. Approximately 450 women were living in the outskirts of Jeevangarh and Jamalpur. They live with their families in very poor conditions. They live in "jhopdis and jhuggi". Out of 450 having selected 84 slum women on random selected. Further we had to select adult and middle aged women separately from slum areas women group.

RESEARCH TOOLS

Gender bias scale developed by investigator to measure the gender bias among adult and middle aged women.

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Statistical technique used:

t –test have been used for the study.

Objective 1: To compare the gender bias amongst adult women and middle aged women.

Null Hypothesis 1: There will be no significant difference in the gender bias amongst adult women and middle-aged women.

Table 1.0, Comparison of the scores of Gender bias between adult and middle aged women

Groups	N	Mean	SD	SED	t-value	Significance
Adult age women	164	94.28	13.80	1.078	1.16	NSI
Middle aged women	136	96.26	15.83			

The Mean score for adult age women sample (N=164) is 94.28, SD =13.80 and for middle aged women sample (136) Mean is 96.26, SD =15.83, and SED =1.078. The calculated t-value is 1.16.which is not significant. Therefore null hypothesis no. 1 is accepted.

Sub Objective 1.1 To compare the gender bias amongst slum and non-slum women.

Null Hypothesis 1.1 : There will be no significant difference in the gender bias amongst slum and non slum women.

Table 1.1, Comparison of the scores of gender bias between slum and non slum women.

Groups	N	Mean	SD	SED	t-value	Significance
Slum	84	101.72	10.280	1.122	4.97	> 0.01 level
Non-slum	216	92.64	15.462			

The Mean score for slum women sample is 101.72, SD = 10.280 and for non slum women sample Mean is 92.64, SD =15.462, and SED =1.122. The calculated t-value is 4.97. Which is significant at 0.01 levels. The null-hypothesis no. 1.2 is rejected. Therefore, gender bias is more operative in slum women.

Sub Objective 1.2: To compare the gender bias amongst slum adult and slum middle aged women.

Null Hypothesis 1.2: There will be no significant difference in the gender bias amongst slum adult and slum middle aged women.

Table 1.2 Comparison of the scores of Gender bias between slum adult women and slum middle aged women

Groups	N	Mean	SD	SED	t-value	Significance
slum adult women	48	102.70	10.34	1.494	1.20	NSI
Slum middle aged women	34	99.94	10.19			

The Mean score for slum adult women sample is 102.70, SD =10.34 and for slum middle aged women sample Mean is 99.94, SD =10.19, and SED =1.494. The calculated t-value is 120. which is not significant. Therefore null hypothesis no. 1.5 is accepted.

FINDINGS OF THE STUDY

Comparison of the scores of gender bias amongst adult and middle aged women, slum and non slum women, slum adult women and slum middle aged women.

1. It was found that there is no significant difference in the level of gender bias amongst adult and middle aged women.
2. It was found that gender bias is higher among slum women in comparison to non slum women.

SUGGESTIONS

Research and explorations are not the ending results but these always open the Way for future endeavours. Similarly the present work is not the end in this area. In fact all the variables can never be studied in a single research.

The preset as its own limitations: certain humble suggestions are therefore given for further investigations.

1. For obtaining greater generality of the findings such studies must be conducted on another sample.
2. Large samples provide better results, but the present research work is confined to only 300 women. It cannot claim for its comprehensiveness. Future research may be conducted on even large sample.
3. The present study did not include male sample for comparison. Therefore, another study can be conducted comparing male and female of the same age group.
4. Since women despite of rapport hide experiences in their life due to the social structure of the Indian society. Therefore, more intensive observation of their family life is needed besides some tool using a projective technique can be used for in depth and correct understanding of their experiences regarding gender bias.

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Mapping the Relation between Emotional Intelligence and Managerial Effectiveness at Workplace: An Overview

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ABSTRACT

The present study attempts to ascertain the importance of relationship between emotional intelligence and managerial effectiveness. Though a great deal of attention has been paid to this area in the last few decades, but the subject still requires more research as the business scenario is continuously changing and is prone to unpredictable challenges. India being a rapidly growing economy and largely depends upon its human capital and so increasing attention is being directed towards improving emotional intelligence and managerial effectiveness. Thus, this study is in a growing line of research and can provide valuable insight especially for managers as it can help in planning and executing human resource policies aimed at augmenting the effectiveness of managers.

Keywords: *Emotional Intelligence, Managerial Effectiveness, Competency, Ability*

With an increasing ‘cut throat’ competition and dynamic business environment around the globe, organizations require a team of managers to run day to day operations (Boyatzis 1982). Managers play a significant role in the development, formulation, and execution of the organization’s long term as well as short term strategies that determine corporate success (Al-Madhouni & Analoui 2004). Indeed, managers are dynamic and the life giving elements in every business and without them the resources cannot be converted into high production (Drucker 1967). With increased dependency of business on information technology, managers are required to sort out new ways to facilitate organizational production and sustainable self growth. What differentiates surviving organizations from others (Sinclair-Hunt & Simms 2005), that have not been able to tackle ‘tough times’, is the performance and effectiveness of its executive. Consequently, management may be viewed as a special kind of leadership in which the achievement of the organizational goal is vital and managers strive to operate in a situation with optimum performance outcomes. *The performance of a manager and how effectively he/she would operate a situation is related to many variables from an individual to an organizational dimension (Hamlin and Serventi 2008, Bao 2009).*

The role of the manager has never been as important or demanding as it is today. Managers at all levels must deliver consistent, sustainable results and get things done day to day with fewer resources. *There is an increased emphasis on maintaining employee morale and high levels of*

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productivity in an increasingly complex and changing business environment. Also, managers must ensure that the right people with the right skills are in the right roles. Growing an effective manager is not something an organization does on the spur of the moment expecting results overnight. It takes commitment and strategy. It requires a solid foundation with proper planning, use of the organizational culture, proper training methods and individuals with the right stuff, potential, and wanting to excel in world-class leadership.

Conceptualization of Emotional Intelligence: There are a plethora of prominent authors who have defined “Emotional Intelligence” through varied perspectives, delineated below are some of which have been proposed recently:

- Hein (2007) defined “Emotional Intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand, and explain emotions”.
- As per Sims-Vanzant (2007) emotional intelligence is defined as, “the ability to recognize one’s own feelings and those of others, the capacity to motivate others, and the ability to manage one’s own emotions and relationships”.
- Petrides (2009) defined Emotional Intelligence as a self-perceived grand ability to identify, assess, manage and control the emotions of one’s self, of others, and of groups.
- BNET Business Dictionary (2011) described Emotional Intelligence as the ability to perceive and understand personal feelings and those of others. Emotional Intelligence means recognizing emotions and acting on them in a reflective and rational manner which involves self-awareness, empathy, and self-restraints.
- More recently, Multi Health Systems (2012) defined Emotional Intelligence as “a set of emotional and social skills that influence the way we perceive and express ourselves, develop and maintain social relationships. Cope with challenges, and use emotional information in an effective and meaningful way”.

Common themes in the conception of Emotional Intelligence: An attempt has been made to pull together common themes from various conceptualizations of emotional intelligence given by numerous researchers, which are pinpointed below:

Couple of writers defined emotional intelligence as an **ability or tendency** to perceive, understand and regulate one’s own feelings and emotions and be sensitive enough to perceive and recognize others emotions and feelings as well (Mayer & Salovey (1990), Goleman (1998a), Schutte et al. (1998), Dulewicz & Higgs (1999), Nadler (2007), Sims-Vanzant (2007), Petrides (2009), Bradberry and Greaves (2009) and BNET Business Dictionary (2011). Also, same set of researchers who classified emotional intelligence as an ability or tendency to understand and regulate one’s own emotions and that of others also emphasized on a very important facet i.e. **interpersonal aspect** of emotional intelligence – develop, maintain and enhancement of social relationships (Sims-Vanzant (2007) and Multi Health Systems (2012). According to another stream of researchers i.e. Bar-On (2000), Orioli & Cooper (2002) and Singh (2003) – Emotional

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intelligence refers to a set of **competencies and skills** to respond to an array of **emotional stimuli** and succeed from environmental demands and pressures.

Conceptualization of Managerial Effectiveness: Managerial effectiveness has been defined differently over the past decades, by different authors; each gave a different definition in their works, of which few recent are presented below:

- Metts (2007) stated that effectiveness could be assessed by focusing on what managers do (focusing on behaviour and action of managers), and what managers achieve (focusing on performance results of managers).
- Drucker (1967 cited in Analoui et al., 2010) defined effectiveness as a set of skills required to get the right things done and he considered managerial effectiveness to be a function of a manager's competences including: time management, result-orientation, building on strength, concentrating on a few major areas and making effective decisions.
- Rana et al., (2011) stated that managers are said to be effective if they use and manage their resources in different and difficult situations appropriately and select the correct approaches to achieve the goals of their jobs.
- Robbins and Coutler (2012) defined effectiveness in terms of ends, results, consequences or attainment of organizational goals

Common themes in the conception of Managerial Effectiveness: Comparing the different definitions of managerial effectiveness given above, it can be seen that they have many common attributes, which are pinpointed below:

According to one set of researchers i.e. *Drucker (1967), Boyatzis (1982), Gupta (1996), Wang (2011)* - Effectiveness is concerned with the managerial qualities and **set of skills** to carry out managerial function, activities required of his position. As per *Certo (2006), Metts (2007), Rana et al.(2011) & Buter (2012)* - Managerial effectiveness occurs when a manager's effort results in the ongoing satisfying of **organizational goals**. Also, many writers defined managerial effectiveness as the extent to which the stated goals of an organization are achieved (*Hatten, 2012; Certo and Certo, 2012; Abdul-Azeem and Fatima, 2012*). Lastly, another stream of researchers *Broide & Bennett (1979), Garg & Handa (1992), Robbins & Coutler (2012)* proposed that the effectiveness of a manager should be defined by what **results and consequences** a manager achieves or attains and the extent to which he goes beyond what is normally required of him.

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Goleman (1995) asserted that "Emotional Intelligence is twice as important as IQ and technical skills as emotional intelligence assists people in teamwork, in cooperation, and in learning how to work more effectively that enables to achieve better outcomes in leadership, management, supervision, and relationship building. Hence, *teaching EQ (soft) skills at work is more important than technical skills*. Further, Goleman (2001b) *extended his theory to the workplace*

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and offered emotional intelligence as a theory of performance which predicts personal effectiveness in the workplace, particularly in leadership behaviors. In a later book “Social Intelligence”, Goleman (2006) subsumed 25 competencies of emotional intelligence under the five main domains i.e., self-awareness, self-regulation, motivation, empathy, and social skills.

Emotional Intelligence has also been claimed to be an important factor in managerial effectiveness. George (2000) used the Salovey, Mayer, and Caruso four branch model of Emotional Intelligence as a heuristic framework for outlining the importance of Emotional Intelligence in managerial effectiveness. George asserts that by accurately identifying how followers feel, managers better appraise and influence followers’ emotions so they are supportive of manager’s goals and objectives, thus insuring a shared vision. *Managers can use intense emotions as signals to direct their attention to issues in need of immediate attention, and can use emotions to prioritise demands. They can also better anticipate how well their followers will react to different circumstances and changes.*

Therefore, recruiting effective managers possessing attitudes and behaviours like receptivity to feedback, self disclosure, action orientation, perceptiveness (Pareek, 2002) and with high Emotional Intelligence can generate excitement, enthusiasm, and optimism in the work environment and also be able to maintain an atmosphere of cooperation and trust through the development of high quality interpersonal relations. Further, such managers can effectively instill in others an appreciation of the importance of work activities and convey the message to their followers that they are optimistic about their personal contributions.

It is vital to mention here that, the above insights can be understood and linked with the existing theoretical conceptualizations. These theoretical orientations support the line of reasoning concerning the relationship of emotional intelligence and managerial effectiveness. Thus, the present study makes a humble contribution by adding an important aspect to the existing literature i.e. by mapping the significance of relationship between emotional intelligence and managerial effectiveness.

- **Boyatzis (1982) proposed a contingency model of management effectiveness** which postulated a “best fit” between the individual, job demands and the organizational environment would predict effectiveness. *Maximum performance is believed to occur when the manager’s capability or talent is consistent with the needs of the job demand and organizational environment.* According to this model an individual’s competencies is represented in three clusters i.e. emotional, cognitive and social. Competencies are certain characteristics or abilities of an individual that enable them to demonstrate appropriate specific actions. *Emotional intelligence competencies include self awareness and self management competencies such as emotional self awareness and emotional self control.*
- **Hay/McBer (1997) offered competencies which are found to be critical for effective managers** and it includes achievement orientation, developing others, directiveness, impact and influence, interpersonal understanding, organizational awareness and team

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leadership. *The competency of ‘developing others’ and ‘interpersonal understanding’ aligns well with emotional intelligence.* These competencies reflect a manager’s ability to recognize, understand and use emotional information about oneself and others that leads to or causes effective or superior performance.

- The theoretical orientation i.e. **‘View on Management Skills’ given by Ivancevich & Matteson (1999)** clearly emphasizes as to which skills managers require to be effective in managing their organizational units. They presented seven categories of management skills that they regard as important in the performance of managerial roles. Amongst the seven, *human relations and communication skills aligns well with the concept of emotional intelligence.* Human relations skills enhance a manager’s ability to manage group dynamics, encourage cooperation and resolve conflicts. Communication skills involve the ability to communicate in ways that other people understand, and to seek and use feedback from employees to ensure that one is understood. Since communication is effected in different forms- such as written and oral transmission of common understanding- a manager needs to hone his or her skills in this area, in order to be effective in managerial performance.
- Further, **Leslie et al (2002) proposed five sets of dimensions which contribute to the overall effectiveness of managers.** The most important dimension which goes parallel with emotional intelligence is - *‘Interpersonal relationships’*. This dimension seeks to cover how the managers work in a team, the way they represent and handle relationships inside the organization.
- **The generic framework by Hamlin (2007c) on managerial and leadership effectiveness** explains the ‘behavioral criteria for effective managers’. The effective behavioral criteria of *‘genuine care and concern for staff’, ‘open and personal management approach’, ‘communicates and consults well with staff’* is found to be parallel with the emotional intelligence construct.
- Lastly, **Human Resource Management, United Nations (2009)** explained three sets of **competencies which are fundamental to managerial effectiveness** i.e. emotional, conceptual and technical. Emotional competencies implies for managing oneself and one’s relationships with others. *Emotionally competent managers are self aware manage their own emotions and recognize the impact they have on others.* They create a positive, energetic work environment, in which they and the people they work with are inspired to contribute their best efforts.

Final Remark!

Prior research has explored the concept of emotional intelligence, which is the ability both to know one’s own emotions and to read others’ emotions as well but recent researches reveal that emotional intelligence plays a significant part in assisting managers to manage dynamic change in business environment (Rafique et.al, 2011) and also, it needs to be considered in the selection and placement process for managerial effectiveness to be guaranteed (Akintayo, 2010; Ashraf & Khan, 2011). As a result, it is the need of the hour to explore the emerging issues of emotional intelligence.

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Expressed Emotion among Caregivers of Person with Schizophrenia and Obsessive Compulsive Disorder: A Comparative Study

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ABSTRACT

Background: This is a cross-sectional comparative study with the aim to compare two patient groups of schizophrenia and obsessive compulsive disorder (OCD) and their respective caregivers with the objectives to quantify and compare the expressed emotion (EE) in caregivers of person with schizophrenia and OCD and to study the relationship between them. It also aimed to identify factors associated with expressed emotions in above two groups. **Methods:** In this study, 40 patients schizophrenia, 40 patients of OCD, along with their 80 respective caregivers were taken on the basis of inclusion and exclusion criteria. Subjects were assessed using Socio-demographic and clinical sheet & FEICS. Appropriate statistics such as mean, standard deviation, unpaired t test, Pearson's correlation were applied to analyse the data. **Result:** The results of the study the caregivers of patients with OCD were perceived as having greater over-involvement than the caregivers of schizophrenia. Perceived criticism had a positive correlation with stress whereas over-involvement had a negative correlation. Some of the demographic variables like age and education were also found to have significant correlation with expressed emotion. **Conclusion:** The presence of significant amount of expressed emotion point out to the need for psychosocial support to the family members for reduction in the expressed emotion.

Keywords: *Expressed Emotion, Chronic Mental Illness, Caregivers*

Expressed emotion, is a qualitative measure of the 'amount' of emotion displayed, typically in the family setting, usually by a family or care takers. Theoretically, a high level of EE in the home can worsen the prognosis in patients with mental illness or act as a potential risk factor for the development of psychiatric disease. The three dimensions of high EE shown are hostility, emotional over-involvement and critical comments. The stress from high expressed emotion may cause the patient to relapse. The patient falls into a cycle of rehabilitation and relapse because the stress builds up too much so the only escape is relapse and then the disorder is unsustainable and rehabilitation is required. The only way to escape this cycle is for the family to go through therapy together. This will greatly lower family conflicts and the stress level of the household.

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Several decades of research have established EE as a highly reliable psychosocial predictor of psychiatric relapse. When patients live in a family environment that is characterized by critical, hostile, or emotionally over involved or intrusive attitudes (i.e., in high-EE families), they are at significantly elevated risk of early relapse compared with patients who do not live in such a family environment. The association between high levels of EE and symptom relapse has been well demonstrated for disorders such as schizophrenia and depression. The predictive validity of EE has also been found for a broad range of other psychopathological conditions, including anxiety disorders and substance abuse.

The Components of Expressed Emotion

George Brown explained five components of EE which includes

1. Critical comments
2. Hostility
3. Emotional over involvement (EOI)
4. Positive remarks
5. Warmth

Critical comments, hostility and EOI denote high expressed emotion while positive remarks and warmth indicate low EE. High EE relatives less tolerant, less flexible, and more conscientious and report feeling more burdened in the caretaking role. The quantification of critical comments and hostility is greatly reliant on the way in which the respondent uses their tone of voice to convey their feelings (anger, rejection, irritability, ignorance, blaming, negligence, etc.) while the judgment of over involvement also takes into account on the basis of reported behaviour such as caregivers blaming themselves, sacrificing things, being overprotective of patients, excessively being concerned for patients, neglecting personal needs of self, and similar others. Critical attitudes are combinations of hostile and emotional over-involvement. It shows openness that the disorder is not entirely in the patients control but there is still negative criticism. These are basically counted during the interview. Careful observations of direct communications among patients and caregivers prove that Critical caregivers get involved in angry exchanges with the patient whom they seem unable to prevent or to step away from. These potentially lead to physical Violence and it is the nature of some families with high EE. Patients who are unable to get up in the morning, who fail to wash regularly, or who do not participate in household tasks are criticized for being lazy and selfish; unfortunately, in this context, the caregivers fail to understand that these could be potential manifestations of negative symptoms of schizophrenia or any other psychotic disorder. This is reflected in the fact that 70% of critical comments were found to focus on these negative symptoms of schizophrenia rather than on the florid symptoms of delusions and hallucinations. Family caregiver may express in an increased tone, tempo, and volume that patient frustrates them, deliberately causes problems for them. By contrast, low EE caregivers are more capable to recognize aspects of the patient's behaviour which are a manifestation of the illness.

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HOSTILITY

Hostility is a negative attitude directed at the patient because the family feels that the disorder is controllable and that the patient is choosing not to get better.

Problems in the family are often blamed on the patient and the patient has trouble problem solving in the family. The family believes that the cause of many of the family's problems is the patient's mental illness, whether they are or not. Hostility is expressed by general criticisms or attitudes that are rejecting of the patient.

EMOTIONAL OVERINVOLVEMENT

It is termed emotional over-involvement when the family members blame themselves for the mental illness. EOI manifests itself by over-emotionality, excessive self-sacrifice, over-identification, and extreme overprotective behaviour with the patient. These family members feel that any negative occurrence is their fault and not the disorders and suffer from chronic guilt. The family member shows a lot of concern for the patient and the disorder. This is the opposite of a hostile attitude and a show that the family member is open minded about the illness, but still has the same negative effect on the patient. Unfortunately, this discourages the person's skills and self-reliance, so that in the long run, over protectiveness hampers the person's recovery. It also leads to dependence of the patient on their caregiver. The pity from the relative causes too much stress and the patient relapses to cope with the pity.

EOI is most commonly shown by parents, especially mothers, and occasionally by fathers, but rarely by other relatives.

WARMTH

It is assessed based on kindness, concern, and empathy expressed by the caregiver while talking about the patient. It depends greatly on vocal qualities with smiling being a common accompaniment, which often conveys an empathic attitude by the relative. Warmth is a significant characteristic of the low EE family.

POSITIVE REGARD

Positive regard comprises of statements that express appreciation or support for Patient's behaviour and verbal/nonverbal reinforcement by the caregiver.

Measuring Expressed Emotion

There is a scale that is used in the Camber well Family Interview of the family to categorize. The three major expressed emotion scales are critical, hostility, and emotional over-involvement that are used to determine whether the expressed emotion is high or low (Hooley & Hoffman 1999). All of the scales are taken into consideration while watching the tape of the relatives that were interviewed. The answers and reactions of the family members are carefully observed. Those in

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the interview with high expressed emotion were considered very critical and not very tolerant of the feelings of the patient (Hooley, 1986). This attitude comes across too strong for someone who is trying to make progress in an illness. The person with the illness now has to deal with their own sickness and the criticism from those needed for support through these tough times.

1. High Expressed Emotion

Once the taped is watched and carefully analysed, the type of expressed emotion is decided. Those who are decided to have high expressed emotion are very critical and hostile. They do not know any other way to help support the family member because they feel like they are helping. They feel that the illness is internal and can be controlled by this person. The only way they feel that the person will change their behaviour is through criticism which actually causes the relapse. (Wendel, Miklowitz, Richards, & George, 2000). Those with high expressed emotion also criticize behaviours' that do not relate to the psychological disorder but more to the unique person. A person's attitude toward a person, especially when they are very critical, takes a long time to change their way of thinking. High expressed emotion is more likely to cause a relapse than low expressed emotion because of the aggressive verbal criticisms they made (Weisman, Nuechlerlein, Goldstein, & Snyder, 1998).

2. Low Expressed Emotion

Low expressed emotion differs from high expressed emotion in that the relatives are more conservative with their criticism. Relatives feel that the family member does not have control over the disorder and sympathize with them. This is because there is also more information about disorders in which some relatives have more knowledge of the illness than others, which makes them more understanding and less critical. Families also vary because some do not have to put up with difficult family members that have a mental disorder. These are some reasons for expressed emotion to be low instead of high. The family is more educated and accepting of the disorder than those of high expressed emotion (Weisman et al., 1998). The disorder is accepted to be external, not internal and out of the control of the patient. The relatives may have some criticism about the disorder and the behaviour, but they do not always express it towards them (Wendel et al., 2000). Low expressed emotion is a different stress from high expressed emotion because it is less stress toward the patient.

There is another way to measure the amount of expressed emotion that is in a household, and it is taken from the point of view of the patient. The perception of everyone around them shows how they feel about what is thought of them and the disorder they have. A study was conducted with patients who have schizophrenia that will live in the same house as their parents. The patients would rate their parents according to a scale of care and protection. Those who rated their parents with high protection or low care were found to have a harder time with the illness if there too much contact with their parents (Cutting & Docherty, 2000). The parents come across too strong or not strong enough for those who are dealing with schizophrenia. This causes the child

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to think that the parent does not care about their independence. They feel that the parent does not trust their judgments on making the right decisions. This sort of attitude from a parent causes them to relapse and have trouble improving their health.

Parents can cause their child to relapse because of their behaviour toward the child. Those who blame themselves for their child's illness are higher in emotional over-involvement, commonly found in females (Peterson & Docherty, 2004). They become too involved with their child because they feel like it is their fault that the illness exists. This type of emotion is overwhelming for someone who is trying to improve their life. The parent shows a lot of concern toward the child, but it does not necessarily mean that this is productive for them. The over involvement causes the child to feel trapped because they feel like they cannot do anything independently. This adds onto the entrapment they have with the psychological disorder that they are trying to handle. The overbearing parents make the child feel helpless because they do not have control; therefore, they fall back into bad habits of their illnesses. Illnesses such as bulimia, anorexia, alcoholism, schizophrenia, and others are triggered by these types of behaviours' from parents and other relatives. The child may feel like the outsider of their family because of the excessive attention they receive as a result of their disorder. The behaviour of everyone around them influences their decision to relapse or progress. (Linda A. McDonagh)

CAREGIVERS PERSONALITY FACTORS AND EXPRESSED EMOTION

Although precise reason for high or low EE attitudes in caregivers is not yet completely unravelled, it has been suggested that EE might partially reflect caregiver's personality traits. Hooley and Hiller found that caregivers of schizophrenia patients, with high EE reported reduced satisfaction of their individual activities, reduced optimism about their future, and reduced self-efficacy compared with low EE caregivers. Moreover, caregivers of high EE were less empathic, rigid, and impatient than low EE caregivers. A critical comment of caregiver is dependent less on the degree of the patient's symptoms than on the caregiver's own personality factors. If a caregiver is easily adjusted to the difficult circumstances and has patience generally, he or she is likely to be a non-critical caregiver. If a caregiver is usually tense or irritable during stressful situations, this stress can result in feelings of anger. All these factors reveal that personality characteristics are significantly related to caregiver's high or low EE.

OPERATIONAL DEFINITIONS:

1. Primary Care givers:

A person who involved in direct care of a mentally ill patient and spent most of their time for caring the patient. This is usually the family member. Depending on culture there may be other members of the family engaged in care. Such as (Father, Mother or Husband, wife or Brother, Sister)-who are providing care for the mentally ill patients.

2. Obsessive compulsive disorder (OCD):

Obsessions are thoughts, images or impulses that occur over and over again and feel outside of the person's control. Individuals with OCD do not want to have these thoughts and find them disturbing. In most cases, people with OCD realize that these thoughts don't make any sense. Obsessions are typically accompanied by intense and uncomfortable feelings such as fear, disgust, doubt, or a feeling that things have to be done in a way that is "just right." In the context of OCD, obsessions are time consuming and get in the way of important activities the person values. This last part is extremely important to keep in mind as it, in part, determines whether someone has OCD — a psychological disorder — rather than an obsessive personality trait. Compulsions are the second part of obsessive compulsive disorder. These are repetitive behaviours or thoughts that a person uses with the intention of neutralizing, counteracting, or making their obsessions go away. People with OCD realize this is only a temporary solution but without a better way to cope they rely on the compulsion as a temporary escape. Compulsions can also include avoiding situations that trigger obsessions. Compulsions are time consuming and get in the way of important activities the person values.

3. Schizophrenia:

Schizophrenia is a serious mental illness characterized by incoherent or illogical thoughts, bizarre behavior and speech, and delusions or hallucinations, such as hearing voices. Schizophrenia typically begins in early adulthood. Schizophrenia is a brain disorder that affects the way a person behaves, thinks, and sees the world. People with schizophrenia often have an altered perception of reality. They may see or hear things that don't exist, speak in strange or confusing ways, believe that others are trying to harm them, or feel like they're being constantly watched. This can make it difficult to negotiate the activities of daily life and people with schizophrenia may withdraw from the outside world or act out in confusion and fear.

RATIONALE FOR THE PRESENT STUDY

Expressed emotion has been studied in patients with Schizophrenia but literature is less regarding with other chronic mental. There are few studies on OCD. In this background, the present study will plan to quantify and compare the EE in caregivers of schizophrenia and OCD.

OBJECTIVES

The present study will aim at exploring and comparing the EE in caregivers of chronic mentally ill patient. The broad objective of this study is to critically examine the families of person with chronic mental illness and the challenges they face in living with the person and Following specific objectives were formulated:

1. To explore the impact of EE and their association with demographic factors like age, gender etc.
2. To quantify and compare the EE in caregivers of person with schizophrenia and OCD.
3. To estimate and compare the extent of expressed emotion in the above two populations

METHODOLOGY

STUDY SETTING:

The study was conducted in selected Psychiatric Hospital at Lucknow (Uttar Pradesh).

RESEARCH DESIGN:

This was a hospital-based, cross sectional and comparative study.

POPULATION:

The population of the present study will include primary care givers of patients who are diagnosed as schizophrenia & OCD. On the basis of ICD-10 in a selected psychiatric hospital at Lucknow.

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SAMPLE:

Total subjects in caregiver group 80 (40 caregivers of person with schizophrenia, and 40 caregiver's person with OCD respectively were taken up for study).

SAMPLING PLAN:

Purposive sampling technique was used to select the samples for the study.

SAMPLING CRITERIA-

Inclusion Criteria for chronic Mentally Ill Patients

- ✓ Age group ranging from 18-60 years
- ✓ Patients diagnosed as schizophrenia, OCD according to ICD-10
- ✓ Duration of illness at least 2 years recruited to the study

Exclusion Criteria for Chronic Mentally Ill Patients

- ✓ Neurological disorders such as seizures, movement disorders, cerebral palsy
- ✓ Recent or current medical illness
- ✓ Co morbidity with any other psychiatric disorder.
- ✓ Use of any pharmacological intervention other than psychotropic drugs.
- ✓ Life time history of head injury associated with loss of consciousness, seizures, neurological deficits, or surgical intervention.

Inclusion Criteria for Caregivers

- ✓ Primary caregivers (Parents/Spouse/Sibling/Children) who are staying with the patient since the onset of illness are included.
- ✓ Age group above 21 years
- ✓ Living with the patient for at least last 1 year
- ✓ Those who gave informed consent to participate in the study

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Exclusion Criteria for Caregivers

- ✓ Caregivers with psychiatric conditions, organic syndromes, mental retardation, substance dependence or chronic physical illness.
- ✓ Those who did not give consent

DATA COLLECTION PROCEDURES

Tools Used

The following tools were used for the present study:

A. SOCIODEMOGRAPHIC AND CLINICAL SHEET

A semi-structured proforma will design to collect demographic information like age, sex, duration of marriage, etc. about the patients and their caregivers along with the clinical information like the age of onset, duration of illness, number of hospitalizations, etc. regarding the patient.

FAMILY EMOTIONAL INVOLVEMENT AND CRITICISM SCALE (SHIELDS ET AL)

It is a self-report scale assessing perceived criticism and intensity of emotional involvement. Cronbach's alpha is 0.82 for Perceived Criticism subscale and 0.74 for Emotional Involvement subscale. Findings suggest that FEICS is reliable instrument for measuring expressed emotion. This is a 14-item scale with two subscales: Perceived Criticism and Intensity of Emotional Involvement. Both the scales have seven items each and are scored on Likert scale ranging from 1 to 5. Higher score indicates higher EE by the family members.

ETHICAL ISSUES

- 1- A fully informed consent was taken from all participants in the study prior to data collection
- 2- Subjects had the right to withdraw from the study at any point of time during the course of the study.
- 3- The confidentiality of the subject was maintained through the course of the study and was shared with the treating team when deemed beneficial for the patient's management

PROCEDURE

The study was approved by the hospitals ethics committee, and all subjects gave written informed consent to participate. Person with Schizophrenia, person with OCD and their caregivers were selected by purposive sampling on the basis of inclusion and exclusion criteria from out patients of the hospitals. Detailed data was collected on the socio-demographic and clinical data sheet designed for the purpose.

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RESULTS

Table 1: Sociodemographic Characteristics of caregivers of person with Schizophrenia (N=40) and Schizoaffective Disorder (N=40)

Characteristics		Caregivers Schizophrenia N (%)	Caregivers OCD N (%)	df	CHI SQUARE	P value
Gender	Male	61%	58.4%	1,1	0.053	NS
	Female	43.3%	41%			
Marital Status	Married	15%	12%	1,1	0.459	NS
	Unmarried	84%	91%			
Occupation	Employed	41.5%	48.9%	2,1	0.203	NS
	Unemployed	55.6%	54.7%			
Education	Above Matric	51%	66.5%	1,1	0.464	NS
	Below Matric	43.2%	39.6%			

The study sample consisted of caregivers of 40 people with schizophrenic and 40 people with OCD. Table 1 shows the comparison of socio-demographic variables among caregiver groups. There were no significant differences with respect to Gender ($X^2=0.053$), marital status ($X^2=0.459$), Education ($X^2=0.203$) as well as Occupational status ($X^2=0.464$) among the two groups. Most caregivers had studied below high school .48.9% of caregivers of Person with OCD were employed compared to 41.5% of caregivers of person with schizophrenia.

Table 2: Comparison of Expressed Emotion in Two Groups of Caregivers (Schizophrenic and OCD)

MEASURES	Grouping	N	Mean	SD	t Value	P Value
FEICS EOI	schizophrenia	40	2.72	0.70	3.62	0.01
	OCD	40	3.39	1.06		
FEICS PC	schizophrenia	40	3.71	0.49	1.62	NS
	OCD	40	3.41	0.97		

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Table 2: shows comparison of expressed emotion with independent sample t test, in the two groups as reflected in FEICS scoring. Emotional over-involvement (FEICS EOI) was significantly more in patients with OCD with mean 3.39(SD=1.06) compared to patients with Schizophrenia with mean 2.72(SD=0.70), with $t= 3.62$ p value <0.01 . There was no significant difference in perceived criticism (FEICS PC) experienced in both groups.

Table 3: Correlation (R) Of Expressed Emotion with Sociodemographic Variables Of The Caregivers In Study Population

Characteristics	FEICSEOI (Emotional over involvement)	FEICSPC (Perceived criticism)
Age	.073	.171
Sex	.022	.012
Religion	.079	.034
Marital status	.129	.289
Education	.027	.202
Occupation	.067	.058
Residence	.029	.207
SES	.055	.168
Family history	.119	.185

Table 3 shows Pearson correlation between socio-demographic profile of patients and expressed emotion respectively. Correlation (r) values are shown in the table. Those who were single had perceived higher criticism ($r=0.289$). No other significant correlation was observed.

DISCUSSION

This study was conducted on person with schizophrenia and OCD disorder and their caregivers.

DISCUSSION OF METHODOLOGY

The sample size in the present study was 80 in the patient group and 80 in the caregiver group. Thus 40 patients of schizophrenia, 40 patients of OCD and there 80 respective caregivers were included in the study. To examine the sufficiency of the sample, previous related studies were reviewed. The studies on expressed emotion were less. Family emotional involvement and criticism scale (FEICS) by Shields et al were used in the present study to assess expressed emotion respectively. FEICS is also a reliable instrument which has been used in Indian studies for assessment of expressed emotion. Socio-demographic variables such as sex, marital status, residence were compared using chi square. There were no significant differences in the socio demographic profile of patients or caregivers in both groups. Hence, the groups were comparable. The mean age of onset was significantly higher in schizophrenia than OCD.

CONCLUSIONS

The primary aim of the study was to estimate and compare expressed emotion in caregivers of the patients with schizophrenia and OCD. The caregivers of OCD patients were perceived as having greater over-involvement than the caregivers of schizophrenia. Perceived criticism has a positive correlation with workload whereas over-involvement is having a negative correlation. Some of the demographic variables like age and education are also found to have significant correlation with expressed emotion. The presence of significant amount expressed emotion point out to the need for psychosocial support to the family members for reduction in the expressed emotion which in turn could reduce the relapse rates and facilitate the caregivers to effectively cope and manage the ill family member. Additional studies would be required to further delineate the factors associated with expressed emotion in the caregivers. In the present study emotional over-involvement was significantly more in OCD group but perceived criticism was more in patients with schizophrenia which however could not reach statistical significance. Studies have reported interactional differences in schizophrenia and OCD patients. The analysis of demographic correlates of expressed emotion revealed that younger the patient more was the expressed emotion. Patients who were single experienced significantly more expressed emotion than married persons.

LIMITATIONS

1. Sample size was modest, which makes it difficult to generalize the result.
2. Random sampling was not done.
3. Examiner who rated the subjects on the BAS and FEICS scale were not blind to the diagnosis, which might have caused rater bias in the evaluation of the subject.
4. All patients in this study were receiving antipsychotics and/or mood stabilizers, which may have had an effect in this study.

Key points

1. Studies controlling for the effects of confounding factors like effects of medicines, total number of episodes, psychopathology, with a larger sample may be done to increase the power of study.
2. On BAS, caregivers of patients with schizophrenia reported significantly more burden than those of obsessive compulsive disorder
3. Expressed emotion was perceived more in younger, single and more educated patients
4. Interventional studies may be done to target caregiver burden and its effect can be assessed on expressed emotion in patients of schizophrenia and obsessive compulsive disorder.

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